

# 2011 State Teacher Policy Yearbook

California

OVERALL GRADE

D+



National Council on Teacher Quality

## Acknowledgments

### STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Every state formally received a draft of the *Yearbook* in July 2011 for comment and correction; states also received a final draft of their reports a month prior to release. All but one state responded to our inquiries. While states do not always agree with the recommendations, their willingness to acknowledge the imperfections of their teacher policies is an important first step toward reform.

We also thank the many state pension boards that reviewed our drafts and responded to our inquiries.

### FUNDERS

The primary funders for the 2011 *Yearbook* were:

- |                                     |                             |
|-------------------------------------|-----------------------------|
| ■ Bill and Melinda Gates Foundation | ■ Gleason Family Foundation |
| ■ Carnegie Corporation of New York  | ■ The Joyce Foundation      |
| ■ George Gund Foundation            |                             |

*The National Council on Teacher Quality does not accept any direct funding from the federal government.*

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Thank you to the team at CPS Gumpert for their design of the 2011 *Yearbook*. Thanks also to Colleen Hale and Jeff Hale at EFA Solutions for the original *Yearbook* design and ongoing technical support.



National Council on Teacher Quality

# Executive Summary

For five years running, the National Council on Teacher Quality (NCTQ) has tracked states' teacher policies, preparing a detailed and thorough compendium of teacher policy in the United States on topics related to teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *2011 State Teacher Policy Yearbook* includes NCTQ's biennial, full review of the state laws, rules and regulations that govern the teaching profession. This year's report measures state progress against a set of 36 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers. For the first time, the *Yearbook* includes a progress rating for states on goals that have been measured over time. An overall progress ranking is also included, showing how states compare to each other in moving forward on their teacher policies.

## California at a Glance

Overall 2011 Yearbook Grade: **D+**

Overall 2009 Yearbook Grade: D+

Area Grades	2011	2009
Area 1 <i>Delivering Well Prepared Teachers</i>	D	C
Area 2 <i>Expanding the Teaching Pool</i>	C-	D+
Area 3 <i>Identifying Effective Teachers</i>	F	D-
Area 4 <i>Retaining Effective Teachers</i>	C+	C+
Area 5 <i>Exiting Ineffective Teachers</i>	F	D-

## Overall Progress



# How is California Faring?

## Area 1 Delivering Well Prepared Teachers

D

### Policy Strengths

- The elementary subject-matter test is comprised of three subtests, and candidates must pass each subtest to pass the overall test, although there are concerns about the tests' adequacy.
- Preparation programs are required to address the science of reading, and teacher candidates must pass a reading instruction test.
- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- The state does not ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.
- Middle school teachers are not sufficiently prepared to teach appropriate grade-level content.
- Secondary teachers are not required to pass a subject-matter test.
- The state offers a K-12 special education certification.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The state's teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

C-

### Policy Strengths

- There are no restrictions on alternate route usage or providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time, although its use is limited.

### Policy Weaknesses

- Alternate routes to certification provide flexibility for nontraditional candidates; however, admission criteria are not sufficiently selective.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is California Faring?

## Area 3 Identifying Effective Teachers

F

### Policy Strengths

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C+

### Policy Strengths

- All new teachers receive mentoring.
- Teachers in some districts can receive performance pay.

- Teachers can receive additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.
- Excessive resources are not committed to the state's pension system.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- While there is a minimum state salary, districts are given authority for how teachers are paid; however, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is slightly underfunded.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

### Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- The state could do more to establish consequences for multiple unsatisfactory evaluations.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

# California Goal Summary

## Goal Breakdown

 Best Practice	0
 Fully Meets	4
 Nearly Meets	3
 Partially Meets	8
 Only Meets a Small Part	5
 Does Not Meet	16

## Progress on Goals Since 2009

 0  4  25 NEW GOAL 7

## Area 1: Delivering Well Prepared Teachers

1-A: Admission into Preparation Programs	
1-B: Elementary Teacher Preparation	
1-C: Teacher Preparation in Reading Instruction	
1-D: Teacher Preparation in Mathematics	
1-E: Middle School Teacher Preparation	
1-F: Secondary Teacher Preparation	
1-G: Secondary Teacher Preparation in Science	
1-H: Secondary Teacher Preparation in Social Studies	
1-I: Special Education Teacher Preparation	
1-J: Assessing Professional Knowledge	
1-K: Student Teaching	
1-L: Teacher Preparation Program Accountability	

## Area 2: Expanding the Pool of Teachers

2-A: Alternate Route Eligibility	
2-B: Alternate Route Preparation	
2-C: Alternate Route Usage and Providers	
2-D: Part Time Teaching Licenses	
2-E: Licensure Reciprocity	

## Area 3: Identifying Effective Teachers

3-A: State Data Systems	
3-B: Evaluation of Effectiveness	
3-C: Frequency of Evaluations	
3-D: Tenure	
3-E: Licensure Advancement	
3-F: Equitable Distribution	

## Area 4: Retaining Effective Teachers

4-A: Induction	
4-B: Professional Development	
4-C: Pay Scales	
4-D: Compensation for Prior Work Experience	
4-E: Differential Pay	
4-F: Performance Pay	
4-G: Pension Flexibility	
4-H: Pension Sustainability	
4-I: Pension Neutrality	

## Area 5: Exiting Ineffective Teachers

5-A: Licensure Loopholes	
5-B: Unsatisfactory Evaluations	
5-C: Dismissal for Poor Performance	
5-D: Reductions in Force	

## About the Yearbook

The National Council on Teacher Quality (NCTQ) has long argued that no educational improvement strategies states take on are likely to have a greater impact than policies that seek to maximize teacher effectiveness. In this fifth edition of the *State Teacher Policy Yearbook*, NCTQ provides a detailed examination of state laws, rules and regulations that govern the teaching profession, covering the full breadth of policies including teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *Yearbook* is a 52-volume compendium of customized state reports for the 50 states and the District of Columbia, as well as a national summary overview, measuring state progress against a set of 36 specific policy goals. All of the reports are available from NCTQ's website at [www.nctq.org/stpy](http://www.nctq.org/stpy).

The 36 *Yearbook* goals are focused on helping states put in place a comprehensive policy framework in support of preparing, retaining and rewarding effective teachers. The goals were developed based on input and ongoing feedback from state officials, practitioners, policy groups and other education organizations, as well as from NCTQ's own nationally respected advisory board. These goals meet five criteria for an effective reform framework:

1. They are supported by a strong rationale, grounded in the best research available. The rationale and research citations supporting each goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).
2. They offer practical rather than pie-in-the-sky solutions for improving teacher quality.
3. They take on the teaching profession's most pressing needs, including making the profession more responsive to the current labor market.
4. They are, for the most part, relatively cost neutral.
5. They respect the legitimate constraints that some states face so that the goals can work in all 50 states.

The need to ensure that all children have effective teachers has captured the attention of the public and policymakers across the country like never before. The *Yearbook* offers state school chiefs, school boards, legislatures and the many advocates who press hard for reform a concrete set of recommendations as they work to maximize teacher quality for their students.

# How to Read the Yearbook

NCTQ rates state teacher policy in several ways.

For each of the 36 individual teacher policy goals, states receive two ratings. The first rating indicates whether, or to what extent, a state has met the goal. NCTQ uses these familiar graphics to indicate the extent to which each goal has been met:



A new feature of this year's *Yearbook* is a progress rating for each goal NCTQ has measured over time. These ratings are intended to give states a meaningful sense of the changes in teacher policy since the 2009 *Yearbook* was published. Using the symbols below, NCTQ determines whether each state has advanced on the goal, if the state policy has remained unchanged, or if the state has actually lost ground on that topic.

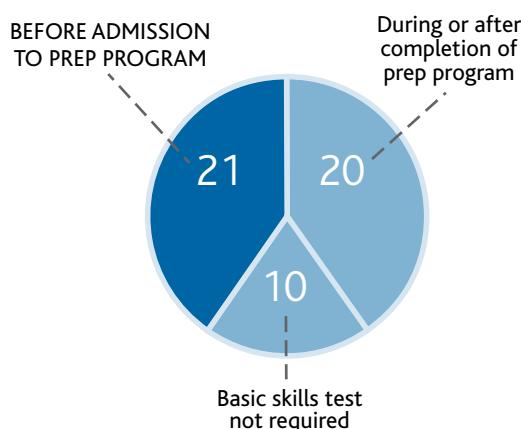


Some goals are marked with this symbol , which indicates that the bar has been raised for this goal since the 2009 *Yearbook*. With many states making considerable progress in advancing teacher effectiveness policy, NCTQ raised the standards for some goals where the bar had been quite low. As this may have a negative impact on some states' scores, those goals are always marked with the above symbol.

States receive grades in the five goal areas under which the 36 goals are organized: 1) delivering well prepared teachers; 2) expanding the pool of teachers; 3) identifying effective teachers; 4) retaining effective teachers and 5) exiting ineffective teachers. States also receive an overall grade that summarizes state performance across the five goal areas, giving an overall perspective on how states measure up against NCTQ benchmarks. New this year, states also receive an overall progress ranking, indicating how much progress each state has made compared to other states.

As always, the *Yearbook* provides a detailed narrative accounting of the policy strengths and weaknesses in each policy area for each state and for the nation as a whole. Best practices are highlighted. The reports are also chock full of reader-friendly charts and tables that provide a national perspective on each goal and serve as a quick reference on how states perform relative to one another, goal by goal.

Another new feature this year makes it easier to distinguish strong policies from weaker ones on our charts and tables. The policies NCTQ considers strong practices or the ideal policy positions for states are capitalized. This provides a quick thumbnail for readers to size up state policies against the policy option that aligns with NCTQ benchmarks for meeting each policy goal. For example, on the chart below, "BEFORE ADMISSION TO PREP PROGRAM" is capitalized, as that is the optimal timing for testing teacher candidates' academic proficiency.



# Goals

## AREA 1: DELIVERING WELL PREPARED TEACHERS

PAGE 9

### *1-A: Admission into Preparation Programs*

The state should require undergraduate teacher preparation programs to admit only candidates with good academic records.

### *1-B: Elementary Teacher Preparation*

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

### *1-C: Teacher Preparation in Reading Instruction*

The state should ensure that new elementary teachers know the science of reading instruction.

### *1-D: Teacher Preparation in Mathematics*

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

### *1-E: Middle School Teacher Preparation*

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

### *1-F: Secondary Teacher Preparation*

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

### *1-G: Secondary Teacher Preparation in Science*

The state should ensure that science teachers know all the subject matter they are licensed to teach.

### *1-H: Secondary Teacher Preparation in Social Studies*

The state should ensure that social studies teachers know all the subject matter they are licensed to teach.

### *1-I: Special Education Teacher Preparation*

The state should ensure that special education teachers know the subject matter they will be required to teach.

### *1-J: Assessing Professional Knowledge*

The state should use a licensing test to verify that all new teachers meet its professional standards.

### *1-K: Student Teaching*

The state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.

### *1-L: Teacher Preparation Program Accountability*

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

## AREA 2: EXPANDING THE POOL OF TEACHERS

PAGE 59

### *2-A: Alternate Route Eligibility*

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

### *2-B: Alternate Route Preparation*

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

### *2-C: Alternate Route Usage and Providers*

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

### *2-D: Part Time Teaching Licenses*

The state should offer a license with minimal requirements that allows content experts to teach part time.

### *2-E: Licensure Reciprocity*

The state should help to make licenses fully portable among states, with appropriate safeguards.

# Goals

## AREA 3: IDENTIFYING EFFECTIVE TEACHERS

PAGE 81

### *3-A: State Data Systems*

The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.

### *3-B: Evaluation of Effectiveness*

The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

### *3-C: Frequency of Evaluations*

The state should require annual evaluations of all teachers.

### *3-D: Tenure*

The state should require that tenure decisions are based on evidence of teacher effectiveness.

### *3-E: Licensure Advancement*

The state should base licensure advancement on evidence of teacher effectiveness.

### *3-F: Equitable Distribution*

The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

## AREA 4: RETAINING EFFECTIVE TEACHERS

PAGE 105

### *4-A: Induction*

The state should require effective induction for all new teachers, with special emphasis on teachers in high-need schools.

### *4-B: Professional Development*

The state should require professional development to be based on needs identified through teacher evaluations.

### *4-C: Pay Scales*

The state should give local districts authority over pay scales.

### *4-D: Compensation for Prior Work Experience*

The state should encourage districts to provide compensation for related prior subject-area work experience.

### *4-E: Differential Pay*

The state should support differential pay for effective teaching in shortage and high-need areas.

### *4-F: Performance Pay*

The state should support performance pay but in a manner that recognizes its appropriate uses and limitations.

### *4-G: Pension Flexibility*

The state should ensure that pension systems are portable, flexible and fair to all teachers.

### *4-H: Pension Sustainability*

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

### *4-I: Pension Neutrality*

The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

## AREA 5: EXITING INEFFECTIVE TEACHERS

PAGE 149

### *5-A: Licensure Loopholes*

The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.

### *5-B: Unsatisfactory Evaluations*

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

### *5-C: Dismissal for Poor Performance*

The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

### *5-D: Reductions in Force*

The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.

# Area 1: Delivering Well-Prepared Teachers

## Goal A – Admission into Preparation Programs

The state should require undergraduate teacher preparation programs to admit only candidates with good academic records.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.
2. All preparation programs in a state should use a common admissions test to facilitate program comparison, and the test should allow comparison of applicants to the general college-going population and selection of applicants in the top half of that population.
3. Programs should have the option of exempting candidates from this test who submit comparable SAT or ACT scores at a level set by the state.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 1

### *How States are Faring in Admission Requirements*

	<b>1</b>	<b>Best Practice State</b> Texas ↑
	<b>0</b>	<b>States Meet Goal</b>
	<b>11</b>	<b>States Nearly Meet Goal</b> Connecticut, Georgia ↑, Hawaii ↑, Indiana ↑, Louisiana, Mississippi, North Carolina, Rhode Island ↑, South Carolina, Tennessee, West Virginia
	<b>6</b>	<b>States Partly Meet Goal</b> Arkansas, Illinois, Iowa ↑, Missouri, Nebraska, Washington
	<b>2</b>	<b>States Meet a Small Part of Goal</b> Florida, Wisconsin
	<b>31</b>	<b>States Do Not Meet Goal</b> Alabama, Alaska, Arizona, <b>CALIFORNIA</b> , Colorado, Delaware, District of Columbia, Idaho, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Virginia, Wyoming

### Progress on this Goal Since 2009:

↑ : 6    ↔ : 45    ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

### ANALYSIS

California requires aspiring teachers to take, but not pass, its basic skills test as a criterion for admission to a teacher preparation program. The state directs programs to "use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination." The state delays the requirement to pass the test until teacher candidates are ready to student teach.

#### Supporting Research

Education Code Sections 44252 (f) and 44225 (n)

Multiple Subject and Single Subject Preliminary Credential Program Standards

<http://www.ctc.ca.gov/educator-prep/STDS-preconditions.html>

### RECOMMENDATION

**■ Require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.**

Basic skills tests measure minimum competency, essentially those skills that a person should have acquired in middle school. Teacher preparation programs that do not screen candidates end up investing considerable resources in individuals who may not be able to successfully complete the program and pass licensing tests; California's policy actually mandates this investment. Candidates needing additional support should complete remediation prior to program entry, avoiding the possibility of an unsuccessful investment of significant public tax dollars.

**■ Require preparation programs to use a common test normed to the general college-bound population.**

The basic skills tests in use in most states largely assess middle school-level skills. To improve the selectivity of teacher candidates—a common characteristic in countries whose students consistently outperform ours in international comparisons—California should require an assessment that demonstrates that candidates are academically competitive with all peers, regardless of their intended profession. Requiring a common test normed to the general college population would allow for the selection of applicants in the top half of their class, as well as facilitate program comparison.

**■ Exempt candidates with comparable SAT or ACT scores.**

California should waive the basic skills test requirement for candidates whose SAT or ACT scores demonstrate that they are in the top half of their class.

### CALIFORNIA RESPONSE TO ANALYSIS

California was helpful in providing NCTQ with facts that enhanced this analysis. The state added that effective January 1, 2009, two additional options were created to meet the basic skills requirement: 1) passage of both the English and mathematics sections of the California State University (CSU) Early Assessment Program (EAP) and 2) passage of both the English Placement Test (EPT) and the Entry Level Mathematics (ELM) test.

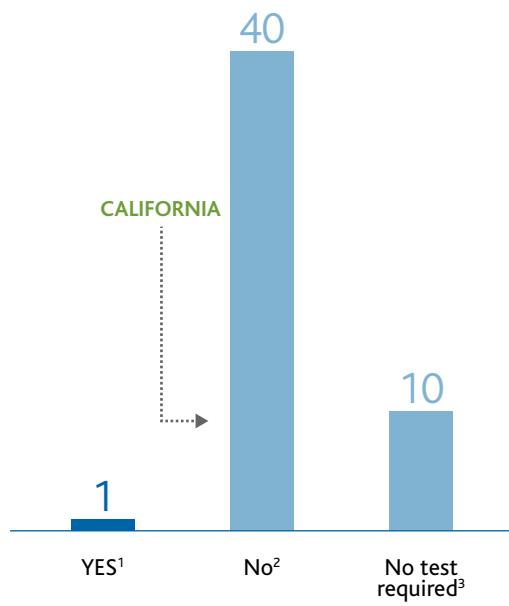


## EXAMPLES OF BEST PRACTICE

Although there are a number of states that require teacher candidates to pass a basic skills test as a criterion for admission to a preparation program, **Texas** is the only state that requires a test of academic proficiency normed to the general college bound population rather than just to prospective teachers. In addition, the state's minimum scores for admission appear to be relatively selective when compared to other tests used across the country.

Figure 2

*Do states require a test of academic proficiency that is normed to the general college-going population?*



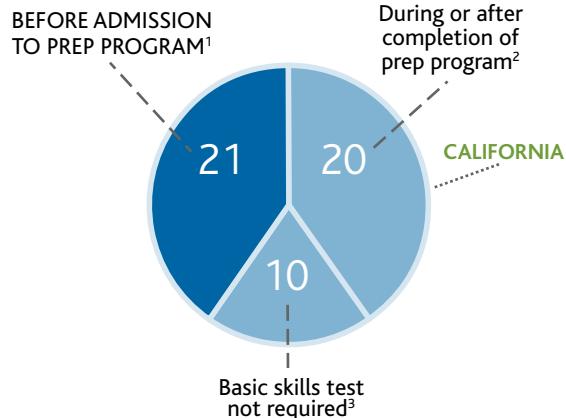
1. Strong Practice: Texas

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

Figure 3

*When do states test teacher candidates' basic skills?*



1. Strong Practice: Arkansas, Connecticut, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Rhode Island, South Carolina, Tennessee, Texas, Virginia, Washington, West Virginia, Wisconsin

2. Alabama, Alaska, California, Delaware, District of Columbia, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Vermont

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

Figure 4

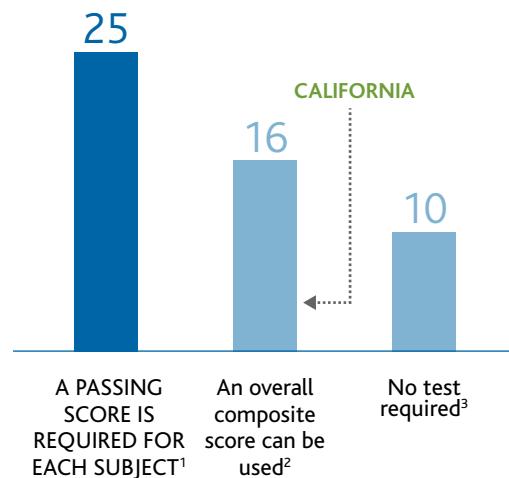
*Do states appropriately test teacher candidates' academic proficiency?*

	TEST NORMED TO COLLEGE BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM	Test normed only to teacher candidates before admission to prep program	Test normed only to teacher candidates during or after completion of prep program	No test required
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1      20      20      10

Figure 5

*Do states measure performance in reading, mathematics and writing?*



1. **Strong Practice:** Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin

2. California<sup>4</sup>, District of Columbia<sup>4</sup>, Hawaii<sup>4</sup>, Indiana, Iowa, Maine<sup>4</sup>, Maryland, New Hampshire<sup>4</sup>, New Mexico, New York, North Carolina, North Dakota<sup>5</sup>, Pennsylvania<sup>4</sup>, Rhode Island<sup>4</sup>, Vermont, Virginia

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

4. Minimum score must be met in each section.

5. Composite score can only be used if passing score is met on two of three subtests.

# Area 1: Delivering Well-Prepared Teachers

## Goal B – Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts. (Mathematics preparation for elementary teachers is discussed in Goal 1-D.)
2. The state should require elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.
3. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement also ensures that prospective teachers have taken higher level academic coursework.
4. Arts and sciences faculty, rather than education faculty, should in most cases teach liberal arts coursework to teacher candidates.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 6

### *How States are Faring in Elementary Teacher Preparation*

	<b>0</b>	Best Practice States
	<b>0</b>	States Meet Goal
	<b>4</b>	States Nearly Meet Goal Indiana↑, Massachusetts, Minnesota↑, New Hampshire
	<b>8</b>	States Partly Meet Goal <b>CALIFORNIA</b> , Georgia, Louisiana, Michigan, New Mexico, Oklahoma, Texas, Washington
	<b>18</b>	States Meet a Small Part of Goal Alabama, Arizona, Arkansas, Colorado, Florida, Illinois, Iowa, Kansas, Mississippi, Missouri, New Jersey, New York, North Dakota, Oregon, Tennessee, Utah↑, Virginia, West Virginia
	<b>21</b>	States Do Not Meet Goal Alaska, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Kentucky, Maine, Maryland↓, Montana, Nebraska, Nevada↓, North Carolina↓, Ohio, Pennsylvania, Rhode Island, South Carolina↓, South Dakota, Vermont, Wisconsin, Wyoming

### Progress on this Goal Since 2009:

↑ : 3    ↔ : 44    ↓ : 4



State Partly Meets Goal



Progress Since 2009

### ANALYSIS

California has adopted the Common Core Standards, and the state is on the right track in ensuring that its elementary teacher candidates are adequately prepared to teach the rigorous content associated with these standards.

In California, elementary teachers are required to pass each of the three subtests that comprise the CSET: Multiple Subjects test. The first subtest includes reading, language, literature, history and social science; the second includes science and mathematics; and the third includes physical education, human development, and visual and performing arts.

Although the state does not specify any subject-area coursework requirements for all teacher candidates, California is somewhat unique in that it requires all subject-area coursework to be completed in the undergraduate program where classes are taught by arts and sciences faculty. A degree in professional education is not allowed. Elementary teacher candidates must then complete a multiple-subject teacher preparation program.

California's elementary teacher standards include important curricular areas such as science, history-social science, visual and performing arts, physical education and health. Regrettably, they do not specify content standards but instead focus on pedagogical preparation.

However, the state does articulate standards within the framework of its CSET content test. These standards are better than those found in many states, alluding to important areas of academic knowledge. For example, in the area of history and social science, candidates must understand world history, including medieval and early modern times; U.S. history, including early exploration, the colonial era and the war for independence; and California history, including the pre-Columbian period through the gold rush.

### Supporting Research

Multiple Subject Teaching Credential

<http://www.ctc.ca.gov/credentials/CRED5/iMS-5.html>

California Subject Examinations for Teachers

[www.cset.nesinc.com](http://www.cset.nesinc.com)

---

### RECOMMENDATION

**■ Require a content test that ensures sufficient knowledge in all subjects.**

California should ensure that its subject-matter test for elementary teacher candidates is well aligned with the Common Core Standards, which represent an effort to significantly raise the standards for the knowledge and skills American students will need for college readiness and global competitiveness.

Although California is on the right track by administering a three-part licensing test, thus making it harder for teachers to pass if they fail some subject areas, the state is encouraged to further strengthen its policy and require separate passing scores for each subject on its multiple-subject test.

**■ Require at least an academic concentration.**

Although California's policy requires that elementary teacher candidates have an arts and sciences major, the state's language does not ensure that these teachers will earn a content specialization in an academic subject area.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California was helpful in providing NCTQ with facts that enhanced this analysis. The state also contended that the recommendation made by NCTQ is based on inaccurate information. It reiterated that California requires a passing score on all three subtests of the multiple-subject CSET examination. Teacher candidates who fail a section may retake that particular section without having to repeat those sections already passed.

---

### LAST WORD

NCTQ's recommendation to require a content test that ensures sufficient knowledge in all subjects acknowledges California's requirement of a passing score on each of the three subtests that comprise the CSET. However, because these subtests combine subject areas (e.g., science, math) and do not report subscores for each subject area, the state cannot ensure that all elementary teachers possess adequate subject-matter knowledge.

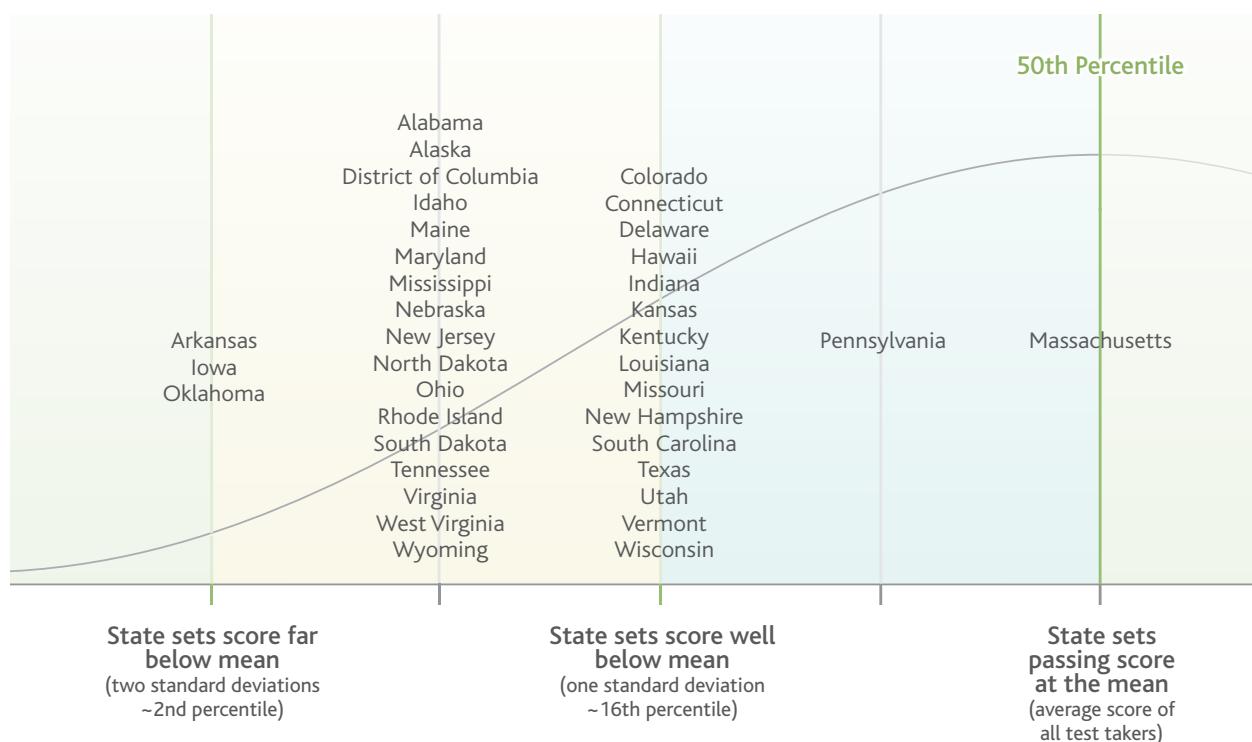


## EXAMPLES OF BEST PRACTICE

Although no state meets this goal, three states have noteworthy policies. **Massachusetts's** testing requirements, which are based on the state's curriculum, ensure that elementary teachers are provided with a broad liberal arts education. **Indiana** and **Utah** are the first two states to adopt the new Praxis II "Elementary Education: Multiple Subjects" content test, which requires candidates to pass separately scored subtests in reading/language arts, mathematics, social studies and science.

Figure 7

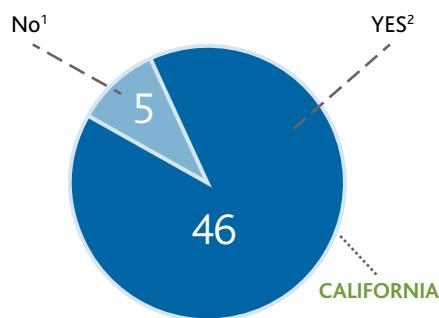
*Where do states set the passing score on elementary content licensure tests<sup>1</sup>?*



<sup>1</sup> Based on the most recent technical data that could be obtained; data not available for Arizona, CALIFORNIA, Florida, Georgia, Illinois, Michigan, Minnesota, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Indiana, Maryland, Nevada, South Carolina and Utah now require new Praxis tests for which the technical data are not yet available; analysis is based on previously required test.

Figure 8

*Have states adopted the K-12 Common Core State Standards?*



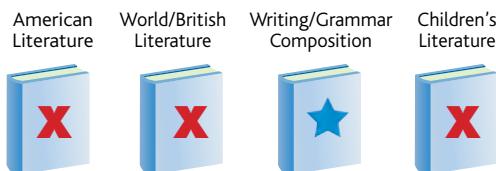
1. Alaska, Minnesota, Nebraska, Texas, Virginia

2. **Strong Practice:** Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

Figure 9

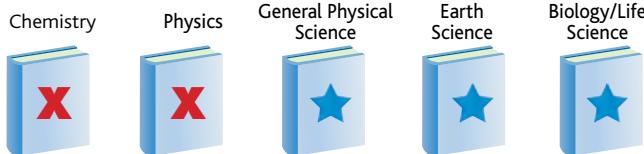
*What subjects does California expect elementary teachers to know?*

**ENGLISH**



- State requirements mention subject
- State requirements cover subject in depth
- State does not require subject

**SCIENCE**



**SOCIAL STUDIES**



**FINE ARTS**

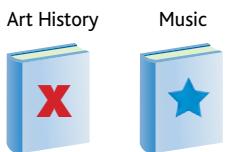


Figure 10

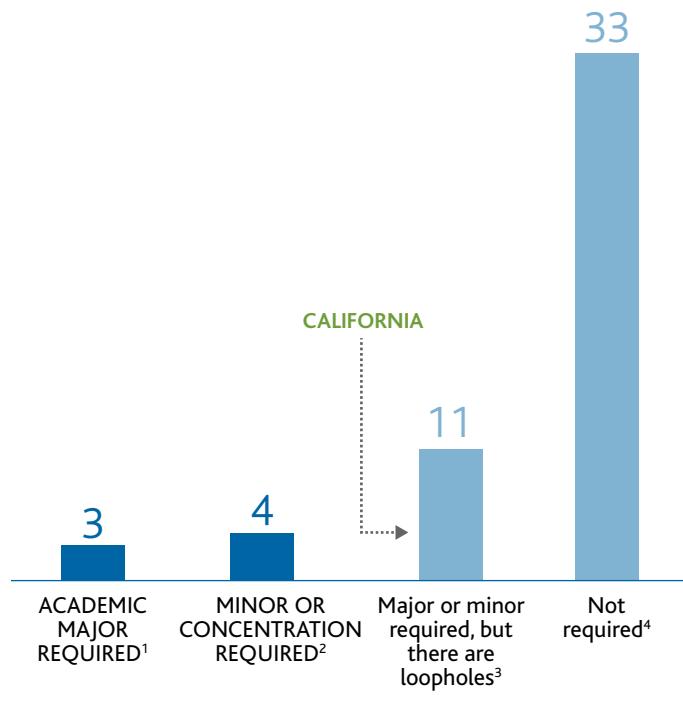
*Do states expect  
elementary teachers  
to have in-depth  
knowledge of  
core content?*

	ENGLISH				SCIENCE			SOCIAL STUDIES				FINE ARTS					
	American Literature	World/British Literature	Writing/Grammar/Composition	Children's literature	Chemistry	Physics	General Physical Science	Earth Science	Biology/Life Science	American History I	American History II	American Government	World History (Ancient)	World History (Modern)	World History (Non-Western)	Geography	Art History
Alabama	□	□	★	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Alaska	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Arizona	□	□	★	□	□	□	□	★	★	★	★	★	★	★	★	□	★
Arkansas	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
CALIFORNIA	□	□	★	□	□	□	★	★	★	★	★	★	★	★	★	□	★
Colorado	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Connecticut	□	□	□	□	□	□	□	□	□	★	★	□	□	□	□	□	□
Delaware	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
District of Columbia	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Florida	□	□	★	□	□	★	★	★	★	□	□	□	□	□	□	□	□
Georgia	□	□	★	□	□	□	★	★	★	★	★	★	★	□	□	□	□
Hawaii	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Idaho	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Illinois	□	□	★	□	□	□	★	★	★	□	□	★	□	□	□	□	□
Indiana	□	□	★	□	□	□	★	★	★	□	□	★	★	★	★	□	★
Iowa	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Kansas	□	□	★	★	□	□	★	★	★	□	□	★	□	□	□	□	□
Kentucky	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Louisiana	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Maine	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Maryland	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Massachusetts	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Michigan	□	□	★	★	□	□	★	★	★	□	□	★	□	□	□	□	□
Minnesota	□	□	★	★	□	□	★	★	★	□	□	★	□	□	□	□	□
Mississippi	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Missouri	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Montana	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Nebraska	□	□	★	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Nevada	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
New Hampshire	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
New Jersey	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
New Mexico	□	□	★	□	□	□	□	□	□	□	□	□	□	□	□	□	★
New York	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
North Carolina	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
North Dakota	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Ohio	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Oklahoma	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Oregon	□	□	★	□	□	□	★	★	★	★	★	★	★	★	★	★	★
Pennsylvania	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Rhode Island	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
South Carolina	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
South Dakota	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Tennessee	□	□	★	□	□	□	★	★	★	□	□	★	□	□	□	□	□
Texas	□	□	★	□	□	□	★	★	★	★	★	★	★	★	★	★	★
Utah	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Vermont	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Virginia	□	□	★	□	□	★	★	★	★	★	★	★	★	★	★	★	★
Washington	□	□	★	□	□	□	★	★	★	★	★	★	★	★	★	★	★
West Virginia	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Wisconsin	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Wyoming	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□

■ Subject mentioned    ★ Subject covered in depth

Figure 11

*Do states expect elementary teachers to complete an academic concentration?*



1. Strong Practice: Colorado, Massachusetts, New Mexico

2. Strong Practice: Indiana, Mississippi, New Hampshire, Oklahoma

3. California, Connecticut, Iowa, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia  
These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.

4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Montana, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

# Area 1: Delivering Well-Prepared Teachers

## Goal C – Elementary Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. To ensure that teacher preparation programs adequately prepare candidates in the science of reading instruction, the state should require that these programs train teachers in the five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The state should require that new elementary teachers pass a rigorous test of reading instruction in order to attain licensure. The design of the test should ensure that prospective teachers cannot pass without knowing the science of reading instruction.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 12

### *How States are Faring in Elementary Teacher Preparation in Reading Instruction*

-  **3** Best Practice States  
Connecticut, Massachusetts, Virginia
-  **5** States Meet Goal  
Alabama↑, Minnesota↑, Oklahoma, Pennsylvania↑, Tennessee
-  **5** States Nearly Meet Goal  
**CALIFORNIA**, Florida, Georgia, Idaho, Texas
-  **14** States Partly Meet Goal  
Arkansas, Colorado, Indiana↑, Louisiana, Maryland, Michigan, Mississippi, Missouri, New Mexico↑, Ohio, Oregon, Vermont, Washington, West Virginia
-  **2** States Meet a Small Part of Goal  
Arizona, New York
-  **22** States Do Not Meet Goal  
Alaska, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wisconsin, Wyoming

### Progress on this Goal Since 2009:

↑ : 5    ↔ : 46    ↓ : 0



State Nearly Meets Goal



Progress Since 2009

### ANALYSIS

California requires that teacher preparation programs for elementary teacher candidates address the science of reading. Prior to initial licensure, candidates must satisfy the "Developing English Language Skills" requirement, which includes a comprehensive reading instruction course that focuses on "the systematic study of phonemic awareness, phonics and decoding; literature, language and comprehension; and diagnostic and early intervention techniques."

California also requires all new elementary and special education teachers to pass a reading instruction test, the Reading Instruction Competence Assessment (RICA).

### Supporting Research

<http://www.rica.nesinc.com/>

<http://www.ctc.ca.gov/credentials/leaflets/cl561c.pdf>

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### RECOMMENDATION

- Ensure that the state's reading assessment adequately measures skills related to the science of reading instruction.

California is commended for requiring teacher preparation programs to address the science of reading, but some reading scholars question the ability of the RICA test to screen out candidates who do not know the science of reading. California should ensure that its assessment tool is rigorous enough to adequately test elementary teacher candidates' knowledge of the science of reading.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

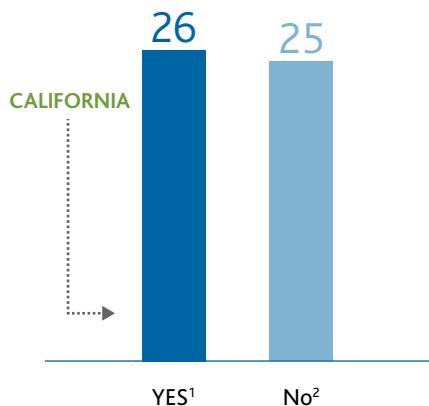


## EXAMPLES OF BEST PRACTICE

Eight states meet this goal by requiring that preparation programs for elementary teacher candidates address the science of reading and requiring that candidates pass comprehensive assessments that specifically test the five elements of instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews of the assessments used by **Connecticut, Massachusetts** and **Virginia** confirm that these tests are rigorous measures of teacher candidates' knowledge of scientifically based reading instruction.

Figure 13

*Do states require preparation for elementary teachers in the science of reading?*

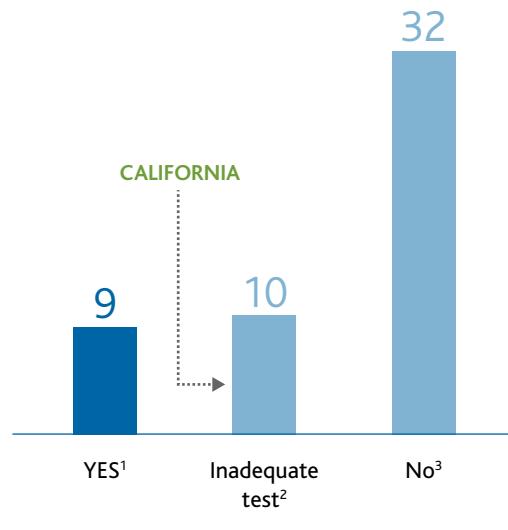


1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Idaho, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia

2. Alaska, Arizona, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wisconsin, Wyoming

Figure 14

*Do states measure new teachers' knowledge of the science of reading?*



1. **Strong Practice:** Alabama, Connecticut, Massachusetts, Minnesota<sup>4</sup>, New Mexico<sup>5</sup>, Oklahoma, Pennsylvania<sup>5</sup>, Tennessee, Virginia

2. Arkansas, California, Florida, Georgia, Idaho, Indiana, Missouri, New York, Oregon, Texas

3. Alaska, Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

4. Based on the limited information available about the test on the state's website.

5. Test is under development and not yet available for review.

Figure 15

*Do states ensure that elementary teachers know the science of reading?*

	PREPARATION REQUIREMENTS		TESTING REQUIREMENTS		
	FULLY ADDRESS READING SCIENCE	Do not address reading science	APPROPRIATE TEST	Inadequate test	No reading test
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<sup>1</sup> <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<sup>2</sup> <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<sup>2</sup> <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

26

25

9

10

32

1. Based on the limited information available about the test on the state's website.

2. Test is under development and not yet available for review.

# Area 1: Delivering Well-Prepared Teachers

## Goal D – Elementary Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher preparation programs to deliver mathematics content of appropriate breadth and depth to elementary teacher candidates. This content should be specific to the needs of the elementary teacher (i.e., foundations, algebra and geometry with some statistics).
2. The state should require elementary teacher candidates to pass a rigorous test of mathematics content in order to attain licensure.
3. Such test can also be used to test out of course requirements and should be designed to ensure that prospective teachers cannot pass without sufficient knowledge of mathematics.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 16

### *How States are Faring in Teacher Preparation in Mathematics*

- |  |   |
|--|---|
|  1    | <b>Best Practice State</b><br>Massachusetts   |
|  0    | <b>States Meet Goal</b>   |
|  1    | <b>State Nearly Meets Goal</b><br>Indiana    |
|  5    | <b>States Partly Meet Goal</b><br><b>CALIFORNIA</b> , Florida, Minnesota  , New Mexico, Utah    |
|  30  | <b>States Meet a Small Part of Goal</b><br>Alabama, Alaska, Arizona, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Iowa  , Kansas, Kentucky, Michigan, Mississippi, Missouri, Montana, New Hampshire, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, Wyoming |
|  14 | <b>States Do Not Meet Goal</b><br>Arkansas, Colorado, Connecticut, Louisiana, Maine, Maryland, Nebraska, Nevada, New Jersey, North Carolina, Ohio, Oregon, West Virginia, Wisconsin   |

### Progress on this Goal Since 2009:

 : 4     : 47     : 0



State Partly Meets Goal



Progress Since 2009

### ANALYSIS

California relies on its subject-matter testing requirements as the basis for articulating its requirements for the mathematics content knowledge of elementary teacher candidates.

The state does not specify any coursework requirements regarding mathematics content, but it does require that all new elementary teachers pass the California Subject Examination for Teachers (CSET), a multiple subjects test. The test's standards address content in mathematics foundations, but although they outline such areas as algebra, geometry and data analysis, the standards are not specifically geared to meet the needs of elementary teachers.

The CSET's mathematics content is more rigorous than the Praxis II test most states use, but the CSET still does not ensure that candidates have appropriate mathematics knowledge. The CSET requires passing subscores on all three subtests that comprise the overall test, but the mathematics and science scores are combined, so one can likely answer many mathematics questions incorrectly and still pass the test.

### Supporting Research

[http://www.cset.nesinc.com/CS\\_SMR\\_opener.asp](http://www.cset.nesinc.com/CS_SMR_opener.asp)

"No Common Denominator: The Preparation of Elementary Teachers in Mathematics by America's Education Schools," NCTQ, June 2008 [http://www.nctq.org/p/publications/docs/nctq\\_ttmath\\_fullreport.pdf](http://www.nctq.org/p/publications/docs/nctq_ttmath_fullreport.pdf)

---

### RECOMMENDATION

- **Require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers.**

Although California's subject-matter test requires some knowledge in key areas of mathematics, the state should require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers. This includes specific coursework in foundations, algebra and geometry, with some statistics.

- **Require teacher candidates to pass a rigorous mathematics assessment.**

California should require a passing score specifically in math for its content assessments to ensure that teacher candidates have adequate mathematics knowledge and understanding of underlying mathematics concepts. Such a score could be used to allow candidates to test out of coursework requirements. Teacher candidates who lack minimum mathematics knowledge should not be eligible for licensure.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis. However, the state added that NCTQ's comment that "one can likely answer many mathematics questions incorrectly and still pass the test" is incorrect. It asserted that the scoring rubric is designed to prevent this very scenario.

---

### LAST WORD

It is important that California has designed its scoring rubric to ensure that candidates have knowledge in each area of its combined subtests. It would be even more helpful to candidates and preparation programs if the state established separate passing scores.

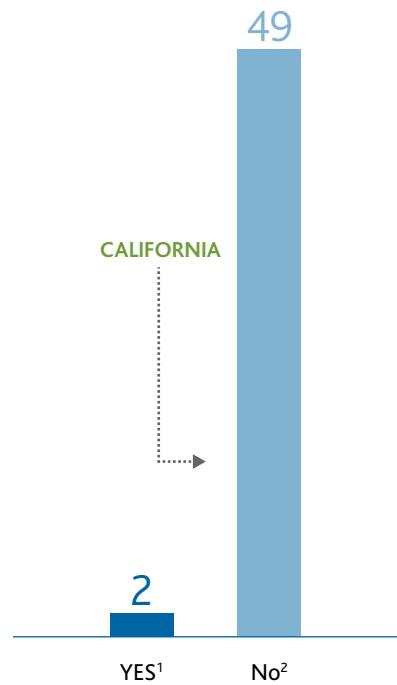


## EXAMPLES OF BEST PRACTICE

**Massachusetts** is the only state that ensures that its elementary teachers have sufficient knowledge of mathematics content. As part of its general curriculum test, the state utilizes a separately scored mathematics subtest that covers topics specifically geared to the needs of elementary teachers.

Figure 17

*Do states articulate appropriate mathematics preparation for elementary teachers?*

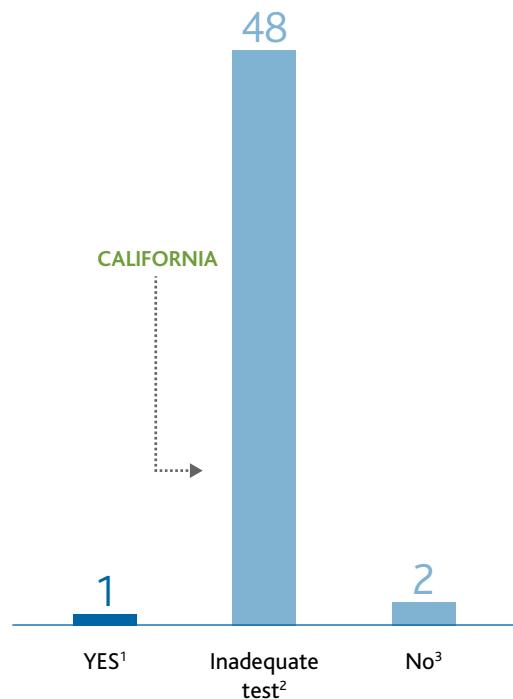


1. **Strong Practice:** Indiana, Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Figure 18

*Do states measure new elementary teachers' knowledge of math?*



1. **Strong Practice:** Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Montana, Nebraska

# Area 1: Delivering Well-Prepared Teachers

## Goal E – Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should encourage middle school candidates who intend to teach multiple subjects to earn minors in two core academic areas rather than earn a single major. Middle school candidates intending to teach a single subject area should earn a major in that area.
2. The state should not permit middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.
3. The state should require that new middle school teachers pass a licensing test in every core academic area they intend to teach.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 19

### *How States are Faring in Middle School Teacher Preparation*

- |  |  |
|--|--|
|  3    | <b>Best Practice States</b><br>Arkansas ↑, Georgia, Pennsylvania ↑   |
|  7    | <b>States Meet Goal</b><br>Connecticut, Florida ↑, Kentucky, Louisiana, Mississippi, New Jersey, South Carolina ↑  |
|  8    | <b>States Nearly Meet Goal</b><br>Alabama, District of Columbia, Indiana, Kansas, New York, Ohio, Tennessee, Virginia  |
|  11  | <b>States Partly Meet Goal</b><br>Delaware, Hawaii, Iowa, Maryland, Massachusetts, Missouri, Nebraska, Rhode Island, Texas, Vermont, West Virginia           |
|  11 | <b>States Meet a Small Part of Goal</b><br>Arizona, Michigan, Minnesota ↑, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Wyoming |
|  11 | <b>States Do Not Meet Goal</b><br>Alaska, CALIFORNIA, Colorado, Idaho, Illinois, Maine, North Carolina ↓, Oregon, South Dakota, Washington, Wisconsin        |

### Progress on this Goal Since 2009:

↑ : 5    ↔ : 45    ↓ : 1

## Area 1: Goal E California Analysis



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

California has not adopted specific middle school teacher preparation policies. Instead, the state offers both a K-12 Single Subject Teaching Credential and a K-12 Multiple Subject Teaching Credential; therefore, the type of credential that middle school teachers are required to have depends on whether they intend to teach in a self-contained or departmentalized classroom.

Teacher candidates who wish to earn a multiple subject teaching credential must pass all three subtests of the state's subject-matter examination. Those who want a single-subject credential may demonstrate their subject-matter competence by either completing a state-approved subject-matter preparation program or passing the appropriate subject-matter examination.

### Supporting Research

<http://www.ctc.ca.gov/credentials/requirements.html>

[http://www.cset.nesinc.com/CS14\\_certrequirements.asp#1](http://www.cset.nesinc.com/CS14_certrequirements.asp#1)

### RECOMMENDATION

#### ■ Prepare middle school teachers to teach middle school.

California should not allow middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers. These teachers are less likely to be adequately prepared to teach core academic areas at the middle school level because their preparation requirements are not specific to the middle or secondary levels and they need not pass a subject-matter test in each subject they teach. Adopting middle school teacher preparation policies for all such teachers will help ensure that students in grades 7 and 8 have teachers who are appropriately prepared to teach grade level content, which is different and more advanced than what elementary teachers teach.

#### ■ Strengthen middle school teachers' subject-matter preparation.

California should encourage middle school teachers who plan to teach multiple subjects to earn two minors in two core academic areas. Middle school candidates who intend to teach a single subject should earn a major in that area.

#### ■ Require subject-matter testing for middle school teacher candidates.

California should require subject-matter testing for all middle school teacher candidates in every core academic area they intend to teach as a condition of initial licensure. The state's policy of only requiring middle school teachers who teach multiple subjects to take the same subject-matter test as elementary teachers is simply not adequate.

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.



## EXAMPLES OF BEST PRACTICE

**Arkansas, Georgia and Pennsylvania** ensure that all middle school teachers are sufficiently prepared to teach middle school-level content. Teachers are required to earn at least two content-area minors. Georgia and Pennsylvania also require passing scores on single-subject content tests, and Arkansas requires a subject-matter assessment with separate passing scores for each academic area.

Figure 20

*Do states distinguish middle grade preparation from elementary preparation?*

	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■
Arkansas	■	□	□
CALIFORNIA	□	■ <sup>1</sup>	□
Colorado	□	□	■
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	□	□	■ <sup>2</sup>
Indiana	■	□	□
Iowa	■	□	□
Kansas	■	□	□
Kentucky	■	□	□
Louisiana	■	□	□
Maine	□	□	■
Maryland	■	□	□
Massachusetts	■	□	□
Michigan	□	■	□
Minnesota	□	■	□
Mississippi	■	□	□
Missouri	■	□	□
Montana	□	□	■
Nebraska	□	■	□
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	■	□	□
New Mexico	□	□	■
New York	■	□	□
North Carolina	■	□	□
North Dakota	□	□	■
Ohio	■	□	□
Oklahoma	□	□	■ <sup>3</sup>
Oregon	□	□	■ <sup>4</sup>
Pennsylvania	■	□	□
Rhode Island	□	■	□
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■ <sup>5</sup>
Wyoming	■	□	□

1. California offers a K-12 generalist license for self-contained classrooms.

2. Illinois offers K-9 license.

3. With the exception of mathematics.

4. Oregon offers 3-8 license.

5. Wisconsin offers 1-8 license.

Figure 21

*What academic preparation  
do states require for a  
middle school endorsement  
or license?*

	MAJOR OR MORE	MAJOR OR TWO MINORS	TWO MINORS	Less than a major or "loose" requirements	No requirement of content major or minor
Alabama	█	□	□	□	□
Alaska	□	□	□	□	█
Arizona	□	□	□	□	█
Arkansas	█	□	□	□	□
CALIFORNIA	□	□	□	█	□
Colorado	□	□	□	□	█
Connecticut	□	█	□	□	□
Delaware	□	□	□	□	█
District of Columbia	█	□	□	□	□
Florida	□	□	□	█	□
Georgia	□	□	█	□	□
Hawaii	□	□	□	□	█
Idaho	□	□	□	□	█
Illinois	□	□	□	□	█
Indiana	□	□	█	□	□
Iowa	□	□	█	□	□
Kansas	█	□	□	□	□
Kentucky	□	█ <sup>1</sup>	□	□	□
Louisiana	□	□	█	□	□
Maine	□	□	□	□	█
Maryland	□	□	□	□	█
Massachusetts	□	□	█ <sup>1</sup>	□	□
Michigan	█	□	□	□	□
Minnesota	□	□	□	█	□
Mississippi	□	□	█	□	□
Missouri	□	□	□	█	□
Montana	□	□	□	□	█
Nebraska	□	□	█ <sup>1</sup>	□	□
Nevada	□	□	□	█	□
New Hampshire	█	□	□	□	□
New Jersey	█	□	□	□	□
New Mexico	□	□	□	█	□
New York	█	□	□	□	□
North Carolina	□	□	□	□	█
North Dakota	□	□	□	█	□
Ohio	□	□	█ <sup>1</sup>	□	□
Oklahoma	█	□	□	□	□
Oregon	□	□	□	█	□
Pennsylvania	□	█ <sup>2</sup>	□	□	□
Rhode Island	□	□	□	█	□
South Carolina	□	□	█	□	□
South Dakota	□	□	□	□	█
Tennessee	█	□	□	□	□
Texas	█	□	□	□	□
Utah	█	□	□	□	□
Vermont	□	□	□	█	□
Virginia	█	□	□	□	□
Washington	□	□	□	□	█
West Virginia	□	□	□	█	□
Wisconsin	□	□	□	█	□
Wyoming	□	□	□	□	█

13      3      9      12      14

1. State does not explicitly require two minors, but it has equivalent requirements.

2. Pennsylvania has two options. One option requires a 30 credit concentration in one subject and nearly a minor (12 credits) in three additional subjects; the second option is 21 credits in two subject-area concentrations with 12 credits in two additional subjects.

# Area 1: Delivering Well-Prepared Teachers

## Goal F – Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that secondary teachers pass a licensing test in every subject they intend to teach.
2. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 22

### *How States are Faring in Secondary Teacher Preparation*

- |  |   |
|--|---|
|  2    | <b>Best Practice States</b><br>Indiana, Tennessee   |
|  29   | <b>States Meet Goal</b><br>Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin |
|  0   | <b>States Nearly Meet Goal</b>  |
|  8  | <b>States Partly Meet Goal</b><br>District of Columbia, Hawaii, Louisiana, Maryland, Mississippi, Missouri, Nevada, New Mexico  |
|  0  | <b>States Meet a Small Part of Goal</b>   |
|  12 | <b>States Do Not Meet Goal</b><br>Alaska, Arizona, <b>CALIFORNIA</b> , Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming  |

Progress on this Goal Since 2009:

New Goal



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

California does not ensure that its secondary teachers are adequately prepared to teach grade-level content.

The state requires its secondary teacher candidates to verify subject-matter competence in one of two ways: earn a passing score on the appropriate subject-matter exam (CSET) or complete a commission-approved subject-matter program.

Regrettably, California also allows a general social studies license—and does not require subject-matter testing for each subject area within this discipline (see Goal 1-H).

Secondary teachers in California may add endorsements to their licenses through similar options as outlined above.

### Supporting Research

Single Subject Teaching Credential

<http://www.ctc.ca.gov/credentials/leaflets/cl560c.pdf>

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### RECOMMENDATION

■ **Require subject-matter testing for secondary teacher candidates.**

As a condition of licensure, California should require its secondary teacher candidates to pass a content test in each subject area they plan to teach to ensure that they possess adequate subject-matter knowledge and are prepared to teach grade-level content.

■ **Require subject-matter testing when adding subject-area endorsements.**

California should require passing scores on subject-specific content tests, regardless of other coursework or degree requirements, for teachers who are licensed in core secondary subjects and wish to add another subject area, or endorsement, to their licenses. While coursework may be generally indicative of background in a particular subject area, only a subject-matter test ensures that teachers know the specific content they will need to teach.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California was helpful in providing NCTQ with facts that enhanced this analysis. The state asserted that when it developed subject-matter program standards and its own subject-matter examinations in the early 1990s, the two routes for verification of subject-matter knowledge were brought into alignment by using one set of subject-matter requirements. As part of the program standards, it included some standards that addressed program qualities beyond the subject-matter content that were recommended by the subject-matter advisory panels. Later, both the examination and the program routes were aligned to the K-12 student academic content standards.

California added that subject-matter preparation typically occurs during a candidate's undergraduate coursework. To satisfy the subject-matter requirement, an individual may elect to complete a course of study as part of the bachelor's degree that meets subject-matter requirements, or an individual may complete a bachelor's degree in any subject and then pass the appropriate subject-matter examination.

The state added: "Most would argue that completing an approved subject-matter program as compared to passing the subject-matter examination ensures a greater level of knowledge and understanding in that subject matter for an individual who wishes to become a teacher. A rationale for this point of view stems from concerns that it might be possible that an individual who is good at taking tests could pass the appropriate subject-matter examination but not have a rich and deep understanding of the particular subject matter."

California explained that to meet the adopted subject-matter standards, colleges and universities submit a subject-matter program document for review by expert subject-matter panels, which review all program documentation and make an informed determination as to whether the program meets the standards common to all subject-matter programs and the subject-specific subject-matter standards. Subject-matter programs are typically housed in Colleges of Arts and Sciences, not in the Schools or Colleges of Education.

#### **Supporting Research**

Chap. 557, Stats. 1970, Section 44310

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#### **LAST WORD**

California is showing unjustified faith in coursework. A rigorous test ensures that teachers know the material the state expects them to know. If it doesn't ensure that, it isn't a good test, and that is a problem that should be fixed. Relying on coursework as a guarantee of content knowledge, however, can be risky. For example, a teacher candidate could be a history major who studied nearly all European history or ancient history but knows very little about the American history that he or she is expected to teach in the classroom.

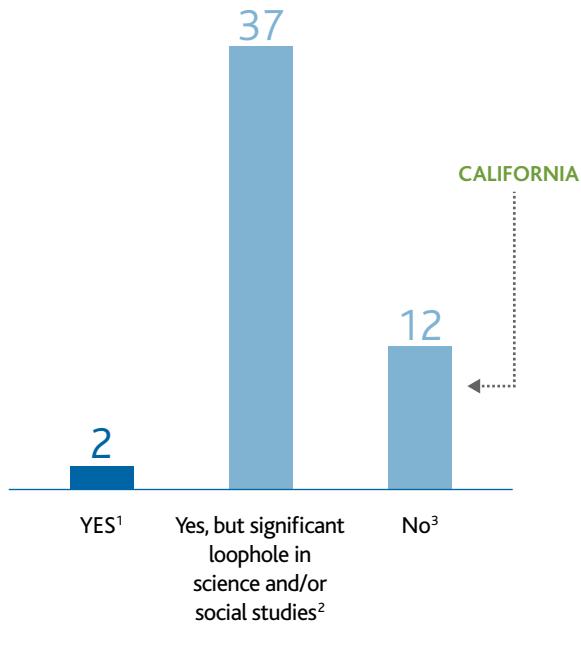


## EXAMPLES OF BEST PRACTICE

Not only do **Indiana** and **Tennessee** require that secondary teacher candidates pass a content test to teach any core secondary subjects, but these states also do not permit any significant loopholes to this important policy by allowing secondary general science or social studies licenses (see Goals 1-G and 1-H).

Figure 23

*Do all secondary teachers have to pass a content test in every subject area for licensure?*



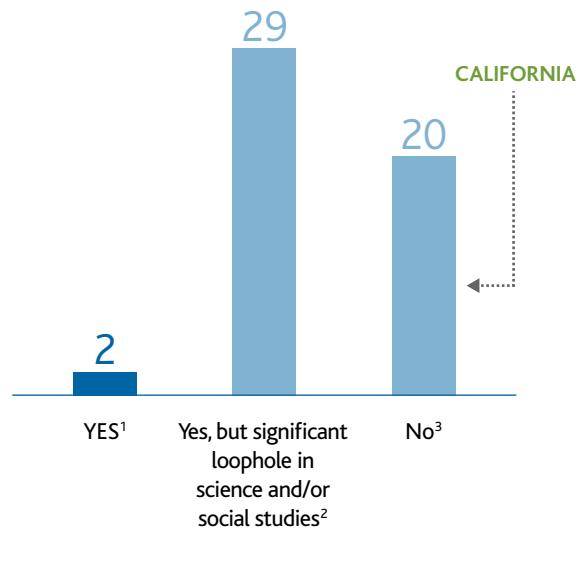
1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming

Figure 24

*Do all secondary teachers have to pass a content test in every subject area to add an endorsement?*



1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Iowa, Louisiana, Maryland, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Wyoming

# Area 1: Delivering Well-Prepared Teachers

## Goal G – Secondary Teacher Preparation in Science

The state should ensure that science teachers know all the subject matter they are licensed to teach.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary science teachers to pass a subject-matter test of each science discipline they intend to teach.
2. The state should require middle school science teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of science.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 25

### *How States are Faring in Preparation to Teach Science*

- |  |  |
|--|--|
|  1    | <b>Best Practice State</b><br>New Jersey   |
|  7    | <b>States Meet Goal</b><br>Florida, Indiana, Kansas, Kentucky, Minnesota, New Hampshire, Virginia  |
|  11   | <b>States Nearly Meet Goal</b><br>Arkansas, Georgia, Maine, Maryland, Massachusetts, New York, Ohio, Oklahoma, South Dakota, Utah, West Virginia   |
|  16  | <b>States Partly Meet Goal</b><br>Alabama, Connecticut, Delaware, District of Columbia, Hawaii, Louisiana, Mississippi, Missouri, Nevada, New Mexico, North Dakota, Pennsylvania, South Carolina, Tennessee, Vermont, Washington |
|  4  | <b>States Meet a Small Part of Goal</b><br>Arizona, Idaho, Illinois, Wisconsin   |
|  12 | <b>States Do Not Meet Goal</b><br>Alaska, <b>CALIFORNIA</b> , Colorado, Iowa, Michigan, Montana, Nebraska, North Carolina, Oregon, Rhode Island, Texas, Wyoming  |

Progress on this Goal Since 2009:

New Goal



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

Secondary teachers in California are generally licensed under the Single Subject Teaching Credential, which is valid in grades K-12. Although it appears that California does not offer a general science license, except for foundational-level subject areas, the state allows candidates to verify subject matter competence in one of two ways: either by passing a content test or by completing a commission-approved subject matter program.

Middle school science teachers also primarily rely on the Single Subject Teaching Credential; however, those who hold a Multiple Subject Teacher Credential may teach in self-contained classrooms. They may also teach in any 5-8 classroom provided they teach two or more subjects for two or more periods per day to the same group of students.

### Supporting Research

California Education Code 44257.2(c); 44258.1

Secondary (Single Subject) Teaching Credentials

[www.ctc.ca.gov/credentials/CREDS/secondary-teaching.html](http://www.ctc.ca.gov/credentials/CREDS/secondary-teaching.html)

### RECOMMENDATION

- **Require secondary science teachers to pass tests of content knowledge for each science discipline they intend to teach.**

Although coursework plays a key role in teachers' acquisition of content knowledge, program completion should not replace the requirement of an assessment, which is the only way to ensure that teachers possess adequate knowledge of the subject area. While a major is generally indicative of a background in a particular subject area, only a subject-matter test ensures that candidates know the specific content they will need to teach.

- **Require middle school science teachers to also pass a test of content knowledge that ensures sufficient knowledge of science.**

### CALIFORNIA RESPONSE TO ANALYSIS

California disagreed with NCTQ's recommendation that although coursework plays a key role in teachers' acquisition of content knowledge, program completion should not replace the requirement of an assessment, stating: "Obviously a degree (or 32 semester units) in the subject is a much better indicator of content knowledge than simply taking a test, even one as rigorous as California's CSET exams."

The state further asserted that the scope of content knowledge assessed by the CSET examination for purposes of establishing subject-matter competency for its foundational-level science certificate includes all of the science areas (biology, chemistry, geosciences and physics) at the general science level and would be appropriate for middle school science classes.

### LAST WORD

The science-specific CSET assessment is appropriate for middle school teachers; however, candidates pursuing the Single Subject Teaching Credential are not required to pass it.

Figure 26

*Do states ensure that secondary science teachers have adequate subject-matter knowledge?*

	STATE OFFERS GENERAL SCIENCE OR COMBINATION SCIENCE LICENSES WITH ADEQUATE TESTING	State offers general science or combination science licenses without adequate testing	STATE OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING	State offers only single-subject science licenses without adequate testing
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	39	10	1

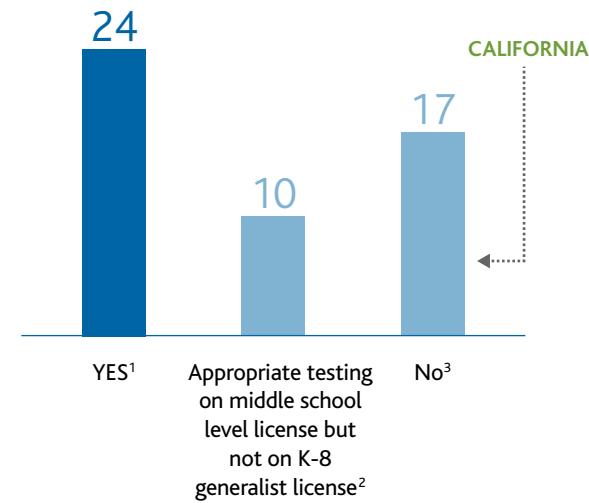


## EXAMPLES OF BEST PRACTICE

New Jersey does not offer certification in general science for secondary teachers. Although the state allows a combination physical science certificate, it ensure adequate content knowledge in both chemistry and physics by requiring teacher candidates to pass individual content tests in chemistry, physics and general science. Further, middle school science teachers must pass a science-specific content test.

Figure 27

*Do states ensure that middle school teachers have adequate preparation to teach science?*



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Washington, Wisconsin

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Michigan, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Wyoming

# Area 1: Delivering Well-Prepared Teachers

## Goal H – Secondary Teacher Preparation in Social Studies

The state should ensure that social studies teachers know all the subject matter they are licensed to teach.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they intend to teach.
2. The state should require middle school social studies teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of social studies.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 28

### *How States are Faring in Preparation to Teach Social Studies*

- |  |   |
|--|---|
|  1    | <b>Best Practice State</b><br>Indiana   |
|  2    | <b>States Meet Goal</b><br>Georgia, South Dakota  |
|  2    | <b>States Nearly Meet Goal</b><br>Minnesota, Oklahoma   |
|  32   | <b>States Partly Meet Goal</b><br>Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming |
|  1  | <b>State Meets a Small Part of Goal</b><br>Illinois   |
|  13 | <b>States Do Not Meet Goal</b><br>Alaska, Arizona, <b>CALIFORNIA</b> , Colorado, Idaho, Iowa, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Texas  |

Progress on this Goal Since 2009:

New Goal



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

California only offers secondary teachers a general "social science" certification. Teachers with this license are not limited to teaching general social studies but rather can teach any of the topical areas. Further, the state allows candidates to verify subject matter competence in one of two ways: either by passing a content test or by completing a commission-approved subject matter program.

Middle school social science teachers also primarily rely on the Single Subject Teaching Credential; however, those who hold a Multiple Subject Teacher Credential may teach in self-contained classrooms. They may also teach in any grades 5-8 classroom provided they teach two or more subjects for two or more periods per day to the same group of students.

#### Supporting Research

California Education Code 44257(a), 44258.1

Secondary (Single Subject) Teaching Credentials

[www.ctc.ca.gov/credentials/CREDS/secondary-teaching.html](http://www.ctc.ca.gov/credentials/CREDS/secondary-teaching.html)

### RECOMMENDATION

- **Require secondary social science teachers to pass tests of content knowledge for each social science discipline they intend to teach.**

Although coursework plays a key role in teachers' acquisition of content knowledge, program completion should not replace the requirement of an assessment, which is the only way to ensure that teachers possess adequate knowledge of the subject area. While a major is generally indicative of background in a particular subject area, only a subject matter test ensures that candidates know the specific content they will need to teach.

- **Require middle school social science teachers to also pass a test of content knowledge that ensures sufficient knowledge of social science.**

### CALIFORNIA RESPONSE TO ANALYSIS

California disagreed with NCTQ's recommendation that although coursework plays a key role in teachers' acquisition of content knowledge, program completion should not replace the requirement of an assessment, stating: "Obviously a degree (or 32 semester units) in the subject is a much better indicator of content knowledge than simply taking a test, even one as rigorous as California's CSET exams."

The state also asserted that although it has a composite social science credential, both the approved social science subject-matter programs and the CSET social science test ensure that teacher candidates have in-depth content knowledge of all four domains because candidates must pass each section of the test.

### LAST WORD

As stated above, secondary social studies teachers are not required to pass the CSET assessment. Further, for those candidates who choose the testing route, California is still not able to guarantee adequate subject-matter knowledge in all areas because the subtests combine subjects (e.g., world history and world geography) without providing specific subscores.

Figure 29

*Do states ensure that secondary social studies teachers have adequate subject-matter knowledge?*

	OFFERS GENERAL SOCIAL STUDIES LICENSE WITH ADEQUATE TESTING	OFFERS ONLY SINGLE SUBJECT LICENSES	Offers general social studies license without adequate testing
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

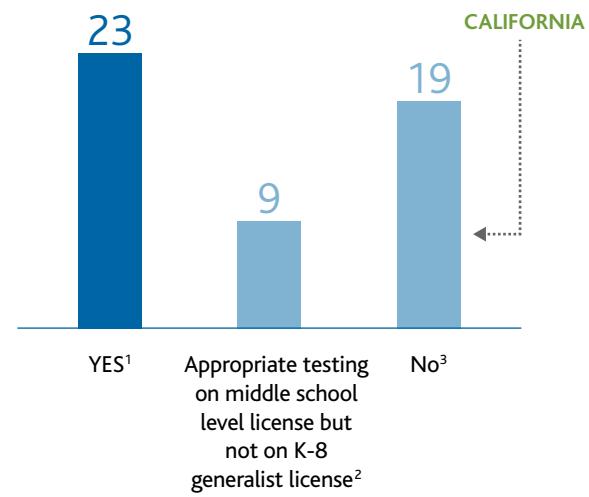
1      3      47

## ★ EXAMPLES OF BEST PRACTICE

Not only does **Indiana** ensure that its secondary social studies teachers possess adequate content knowledge of all subjects they intend to teach—through both coursework and content testing—but the state's policy also does not make it overly burdensome for social studies teachers to teach multiple subjects. Other notable states include **Georgia** and **South Dakota**, which also do not offer secondary general social studies certifications.

Figure 30

*Do states ensure that middle school teachers have adequate preparation to teach social studies?*



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Michigan, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Washington

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Massachusetts, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Wisconsin, Wyoming

Figure 29

1. Massachusetts does not offer a general social studies license, but offers combination licenses.

# Area 1: Delivering Well-Prepared Teachers

## Goal I – Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they will be required to teach.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
2. All elementary special education candidates should have a broad liberal arts program of study that includes study in mathematics, science, English, social studies and fine arts and should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
3. The state should require that teacher preparation programs graduate secondary special education teacher candidates who are highly qualified in at least two subjects. The state should also customize a "HOUSSE" route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 31

### *How States are Faring in Special Education Teacher Preparation*

0	Best Practice States
0	States Meet Goal
1	State Nearly Meets Goal Massachusetts
15	States Partly Meet Goal Alabama, Arkansas, Iowa, Louisiana, Maine, Maryland, New Jersey↑, New York, Oregon, Pennsylvania↑, Rhode Island, Texas↑, Vermont, West Virginia, Wisconsin
1	State Meets a Small Part of Goal Kansas
34	States Do Not Meet Goal Alaska, Arizona, CALIFORNIA, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, Virginia, Washington, Wyoming

### Progress on this Goal Since 2009:

↑ : 3    ↔ : 48    ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

### ANALYSIS

Regrettably, California only offers a K-12 special education certification.

#### Supporting Research

Education Specialist Instruction Credential

<http://www.ctc.ca.gov/credentials/leaflets/cl808c.pdf>

### RECOMMENDATION

- End licensure practices that fail to distinguish between the skills and knowledge needed to teach elementary grades and secondary grades.

It is virtually impossible and certainly impractical for California to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach, especially considering state and federal expectations that special education students should meet the same high standards as other students. While the broad K-12 umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

- Provide a broad liberal arts program of study to elementary special education candidates, and require that they pass the same content test as general education teachers.

California should ensure that special education teacher candidates who will teach elementary grades possess knowledge of the subject matter at hand. Not only should the state require core-subject coursework relevant to the elementary classroom, but it should also require that these candidates pass the same subject-matter test required of all elementary teachers. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

- Ensure that secondary special education teacher candidates graduate with highly qualified status in at least two subjects, and customize a HOUSSE route so that they can achieve highly qualified status in all subjects they plan to teach.

To make secondary special education teacher candidates more flexible and better able to serve schools and students, California should use a combination of coursework and testing to ensure that they graduate with highly qualified status in two core academic areas. A customized HOUSSE route can also help new secondary special education teacher candidates to become highly qualified in multiple subjects by offering efficient means by which they could gain broad overviews of specific areas of content knowledge, such as content-driven university courses. Such a route is specifically permitted in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA).

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 32

*Do states distinguish between elementary and secondary special education teachers?*

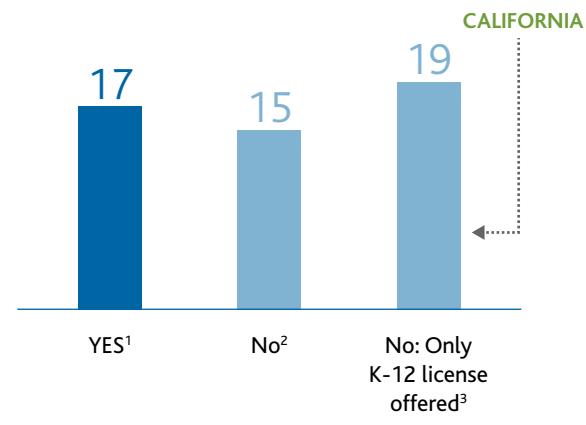
	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	█	□	□
Alaska	□	█	□
Arizona	□	□	█
Arkansas	█	□	□
CALIFORNIA	□	□	█
Colorado	□	□	█
Connecticut	□	□	█
Delaware	□	□	█
District of Columbia	□	□	█
Florida	□	□	█
Georgia	□	█	□
Hawaii	□	█	□
Idaho	□	□	█
Illinois	□	□	█
Indiana	□	█	□
Iowa	█	□	□
Kansas	□	█	□
Kentucky	□	□	█
Louisiana	█	□	□
Maine	█	□	□
Maryland	█	□	□
Massachusetts	█	□	□
Michigan	□	█	□
Minnesota	□	█	□
Mississippi	□	█	□
Missouri	□	█	□
Montana	□	□	█
Nebraska	□	█	□
Nevada	□	□	█
New Hampshire	□	█	□
New Jersey	█	□	□
New Mexico	□	□	█
New York	█	□	□
North Carolina	□	□	█
North Dakota	□	█	□
Ohio	□	□	█
Oklahoma	□	□	█
Oregon	█	□	□
Pennsylvania <sup>1</sup>	█	□	□
Rhode Island	█	□	□
South Carolina	□	□	█
South Dakota	□	█	□
Tennessee	□	█	□
Texas	█	□	□
Utah	□	□	█
Vermont	█	□	□
Virginia	□	□	█
Washington	□	█	□
West Virginia	█	□	□
Wisconsin	█	□	□
Wyoming	□	█	□
	16	16	19

## ★ EXAMPLES OF BEST PRACTICE

Unfortunately, NCTQ cannot highlight any state's policy in this area. Preparation of special education teachers remains a topic in critical need of states' attention. However, it is worth noting that three states—Louisiana, Pennsylvania and Texas—will no longer issue K-12 special education certifications. Only grade-level specific options will be available to new teachers.

Figure 33

*Do states require subject-matter testing for elementary special education licenses?*



1. **Strong Practice:** Alabama, Arkansas, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Nebraska, New Jersey, New York, North Dakota, Oregon<sup>4</sup>, Pennsylvania<sup>5</sup>, Rhode Island, Texas, West Virginia, Wisconsin

2. Alaska, Georgia, Hawaii, Indiana, Maine, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, South Dakota, Tennessee, Vermont, Washington, Wyoming

3. Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Kentucky, Montana, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, Utah, Virginia

4. Although Oregon requires testing, the state allows an "alternative assessment" option for candidates who fail the tests twice to still be considered for a license.

5. In Pennsylvania, a candidate who opts for dual certification in elementary special education and as a reading specialist does not have to take a content test.

Figure 32

1. Beginning January 1, 2013

# Area 1: Delivering Well-Prepared Teachers

## Goal J – Assessing Professional Knowledge

The state should use a licensing test to verify that all new teachers meet its professional standards.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 34

### *How States are Faring in Assessing Professional Knowledge*

- |  |   |
|--|---|
|  0    | <b>Best Practice States</b>   |
|  23   | <b>States Meet Goal</b><br>Arizona, Arkansas, <b>CALIFORNIA</b> ,<br>District of Columbia↑, Florida, Illinois, Kansas,<br>Kentucky, Louisiana, Maine, Minnesota,<br>Mississippi, Nevada, New Mexico,<br>New York, North Dakota, Ohio, Oklahoma,<br>South Carolina, South Dakota, Tennessee,<br>Texas, West Virginia |
|  2   | <b>States Nearly Meet Goal</b><br>Maryland, Rhode Island  |
|  3  | <b>States Partly Meet Goal</b><br>Idaho, North Carolina, Utah   |
|  5  | <b>States Meet a Small Part of Goal</b><br>Connecticut, Indiana, Missouri,<br>Pennsylvania, Wyoming   |
|  18 | <b>States Do Not Meet Goal</b><br>Alabama, Alaska, Colorado, Delaware,<br>Georgia, Hawaii↓, Iowa, Massachusetts,<br>Michigan, Montana, Nebraska,<br>New Hampshire, New Jersey, Oregon,<br>Vermont, Virginia, Washington, Wisconsin  |

### Progress on this Goal Since 2009:

↑ : 1    ↔ : 49    ↓ : 1



State Meets Goal



Progress Since 2009

#### ANALYSIS

California requires all new teachers to pass a pedagogy test based on its standards.

California requires all elementary and secondary school teachers to pass its own Teaching Performance Assessment, designed to measure "the knowledge, skills, and abilities required of a beginning teacher in California public schools."

#### Supporting Research

<http://www.ctc.ca.gov/>

<http://www.ctc.ca.gov/educator-prep/TPA.html>

---

#### RECOMMENDATION

- Ensure that performance assessments provide a meaningful measure of new teachers' knowledge and skills.

Although California is commended for requiring all new teachers to pass a pedagogy test, the state should continue to collect data about the validity of the Teaching Performance Assessment. Additional research is needed to determine how the TPA compares to other teacher tests as well as whether the test's scores are predictive of student achievement.

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#### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

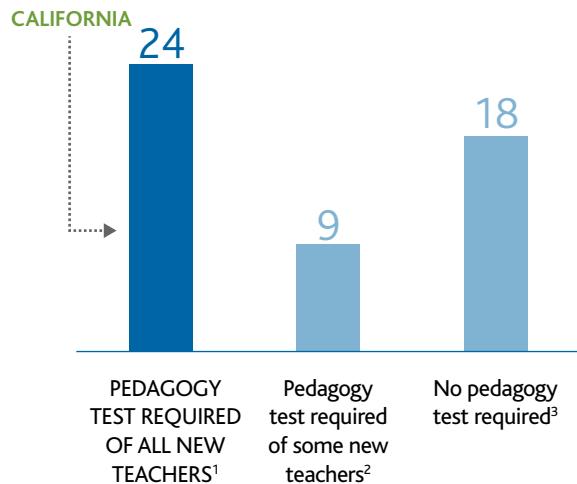


## EXAMPLES OF BEST PRACTICE

Twenty-three states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it additionally commends the nine states (**Arizona, California, Florida, Illinois, Minnesota, New Mexico, New York, Oklahoma, Texas**) that utilize their own assessments to measure pedagogical knowledge and skills.

Figure 35

*Do states measure new teachers' knowledge of teaching and learning?*



1. **Strong Practice:** Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, West Virginia

2. Connecticut, Idaho, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, Utah<sup>4</sup>, Wyoming

3. Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin

4. Not required until teacher advances from a Level One to a Level Two license.

# Area 1: Delivering Well-Prepared Teachers

## Goal K – Student Teaching

The state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that student teachers only be placed with cooperating teachers for whom there is evidence of their effectiveness as measured by consistent gains in student learning.
2. The state should require that teacher candidates spend at least 10 weeks student teaching.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 36

### *How States are Faring in Student Teaching*

- |  |  |
|--|--|
|  0    | Best Practice States   |
|  2    | States Meet Goal<br>Florida, Tennessee   |
|  1    | State Nearly Meets Goal<br>Kentucky  |
|  21   | States Partly Meet Goal<br>Alabama, Arkansas, Connecticut, Hawaii, Iowa, Kansas, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Vermont, Washington, Wisconsin        |
|  5  | States Meet a Small Part of Goal<br>Indiana, Michigan, Oregon, Rhode Island, South Dakota  |
|  22 | States Do Not Meet Goal<br>Alaska, Arizona, <b>CALIFORNIA</b> , Colorado, Delaware, District of Columbia, Georgia, Idaho, Illinois, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nevada, New Mexico, New York, Utah, Virginia, West Virginia, Wyoming |

Progress on this Goal Since 2009:

New Goal



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

California requires that "professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher learning." However, the state does not articulate a requisite duration nor does it address the qualifications of cooperating teachers.

California also allows candidates to meet their professional preparation requirements with certification from a Peace Corps director verifying that they have completed at least 18 months in an assignment in a foreign country, with 50 percent or more of duties consisting of classroom teaching of resident children.

### Supporting Research

California Education Code, Section 44320, 44322

### RECOMMENDATION

■ **Require teacher candidates to spend at least 10 weeks student teaching.**

California should require that student teaching be a full-time commitment, as requiring coursework and student teaching simultaneously does a disservice to both. Alignment with a school calendar for at least 10 weeks ensures both adequate classroom experience and exposure to a variety of ancillary professional activities.

■ **Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.**

In addition to the ability to mentor an adult, cooperating teachers should also be carefully screened for their capacity to further student achievement. Research indicates that the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher by the preparation program, rather than the student teacher or school district staff.

■ **Explicitly require that student teaching be completed locally, thus prohibiting candidates from completing this requirement abroad.**

Unless preparation programs can establish true satellite campuses to closely supervise student teaching arrangements, placement in foreign or otherwise novel locales should be supplementary to a standard student teaching arrangement. Outsourcing the arrangements for student teaching makes it impossible to ensure the selection of the best cooperating teacher and adequate supervision of the student teacher and may prevent training of the teacher on relevant state instructional frameworks.

### CALIFORNIA RESPONSE TO ANALYSIS

California asserted that as part of the undergraduate program, prospective teachers are required to complete field work—primarily observations as well as proof of working with children. A significant component of the fifth-year teacher preparation program is a student teaching requirement.

Figure 37

*Do states require  
the elements of a  
high-quality student  
teaching experience?*

	COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS	STUDENT TEACHING LASTS AT LEAST 10 WEEKS
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>CALIFORNIA</b>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>

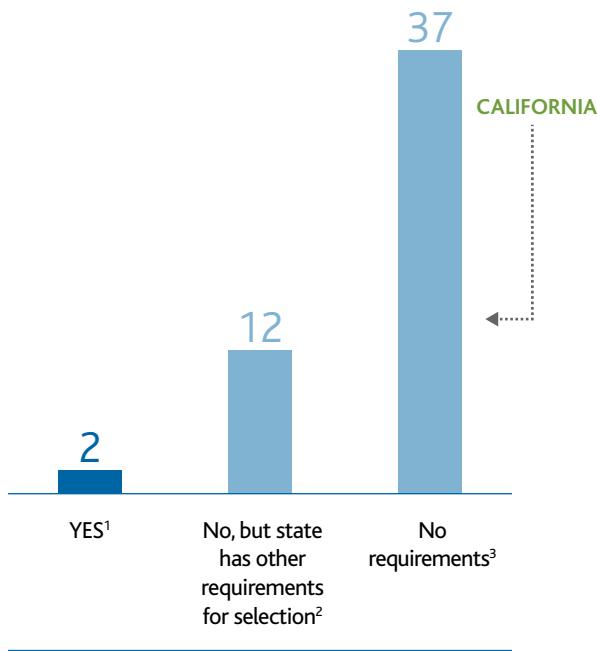
## ★ EXAMPLES OF BEST PRACTICE

Although no state has been singled out for "best practice" honors, **Florida** and **Tennessee** require teacher candidates to complete at least 10 weeks of full-time student teaching, and they have taken steps toward ensuring that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.

1. Candidates can student teach for less than 12 weeks if determined to be proficient.

Figure 38

*Is the selection of the cooperating teacher based on some measure of effectiveness?*



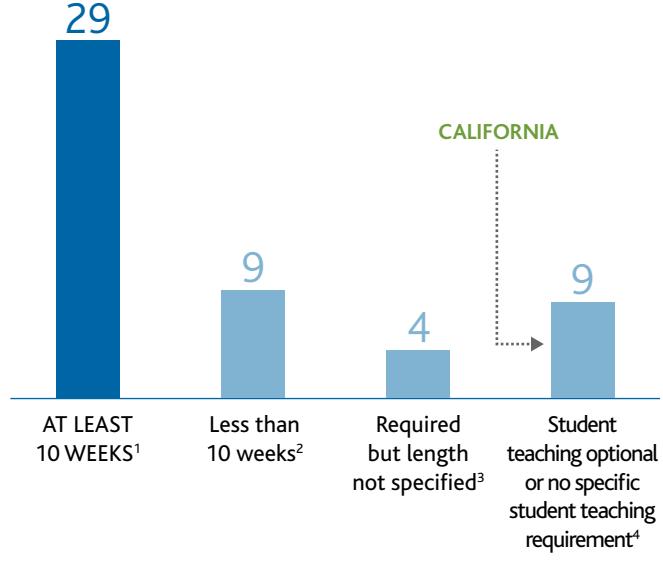
1. Strong Practice: Florida, Tennessee

2. Alabama, Connecticut, Indiana, Iowa, Kentucky, Nebraska, New Hampshire, New Jersey, North Dakota, Pennsylvania, Washington, Wisconsin

3. Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming

Figure 39

*Is the summative student teaching experience of sufficient length?*



1. Strong Practice: Alabama, Arkansas, Connecticut, Florida, Hawaii, Iowa, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia<sup>5</sup>, Wisconsin

2. Idaho, Indiana, Louisiana, Massachusetts, Missouri, Nevada, New York, Virginia, Wyoming

3. Illinois, Maine, New Mexico, Utah

4. Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Maryland, Montana

5. Candidates can student teach for less than 12 weeks if determined to be proficient.

# Area 1: Delivering Well-Prepared Teachers

## Goal L – Teacher Preparation Program Accountability

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should collect value-added data that connects student achievement gains to teacher preparation programs.
2. The state should collect other meaningful data that reflects program performance, including some or all of the following:
  - a. Average raw scores of teacher candidates on licensing tests, including basic skills, subject matter and professional knowledge tests;
  - b. Number of times, on average, it takes teacher candidates to pass licensing tests;
  - c. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;
  - d. Evaluation results from the first and/or second year of teaching;
  - e. Five-year retention rates of graduates in the teaching profession.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 40

### *How States are Faring in Teacher Preparation Program Accountability*

- |    |  |
|----|--|
| 1  | <b>Best Practice State</b><br>Florida  |
| 1  | <b>State Meets Goal</b><br>Louisiana   |
| 5  | <b>States Nearly Meet Goal</b><br>Alabama, Colorado↑, Georgia↑,<br>Tennessee, Texas  |
| 6  | <b>States Partly Meet Goal</b><br>Kentucky, Michigan, Nevada, North Carolina,<br>Rhode Island, South Carolina  |
| 16 | <b>States Meet a Small Part of Goal</b><br>Arizona, Illinois↑, Iowa, Maryland,<br>Massachusetts, Mississippi, Missouri, Montana,<br>New Jersey, Ohio, Oklahoma, Pennsylvania,<br>Vermont, Virginia, Washington, West Virginia↑   |
| 22 | <b>States Do Not Meet Goal</b><br>Alaska, Arkansas↓, CALIFORNIA, Connecticut,<br>Delaware, District of Columbia, Hawaii,<br>Idaho, Indiana, Kansas↓, Maine, Minnesota,<br>Nebraska, New Hampshire, New Mexico,<br>New York, North Dakota, Oregon↓, South<br>Dakota, Utah, Wisconsin, Wyoming |

### Progress on this Goal Since 2009:

↑ : 4    ↔ : 44    ↓ : 3



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

## ANALYSIS

California's approval process for its traditional and alternate route teacher preparation programs does not hold programs accountable for the quality of the teachers they produce.

Most importantly, California does not collect value-added data that connect student achievement gains to teacher preparation programs.

The state also fails to collect other objective, meaningful data to measure the performance of teacher preparation programs, and it does not apply any transparent, measurable criteria for conferring program approval.

Further, in the past three years, only one program in the state has been identified as low performing—an additional indicator that programs lack accountability.

Finally, California's website does not include a report card that allows the public to review and compare program performance.

## Supporting Research

Accreditation

<http://www.ctc.ca.gov/educator-prep/program-accred.html>

Title II State Reports

<https://title2.ed.gov>

<http://www.ctc.ca.gov/educator-prep/new-program-submission.html>

---

## RECOMMENDATION

### ■ Collect data that connect student achievement gains to teacher preparation programs.

To ensure that programs are producing effective classroom teachers, California should consider academic achievement gains of students taught by the programs' graduates, averaged over the first three years of teaching.

### ■ Gather other meaningful data that reflect program performance.

In addition to knowing whether programs are producing effective teachers, other objective, meaningful data can also indicate whether programs are appropriately screening applicants and whether they are delivering essential academic and professional knowledge. California should gather data such as the following: average raw scores of graduates on licensing tests, including basic skills, subject matter and professional knowledge tests; satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison; evaluation results from the first and/or second year of teaching; and five-year retention rates of graduates in the teaching profession.

### ■ Establish the minimum standard of performance for each category of data.

Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval after appropriate due process.

**■ Publish an annual report card on the state's website.**

To inform the public with meaningful, readily understandable indicators of how well programs are doing, California should present all the data it collects on individual teacher preparation programs.

---

#### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis. The state added that the California Commission on Teacher Credentialing (CTC) is an independent agency responsible for teacher licensure, and the California Department of Education has no authority or jurisdiction over teacher preparation or credentialing, and it does not collect, analyze or disseminate teacher data.

In March 2006, the state, in cooperation with the CTC, was given authorization to begin the development of a California teacher data system, identified as the California Longitudinal Teacher Integrated Data Educational System (CALTIDES). Unfortunately, recent state budget action has eliminated the CALTIDES system, so there is no current or projected time frame for either agency to collect these data.

Figure 41

*Do states hold teacher preparation programs accountable?*

	TRADITIONAL PREPARATION			ALTERNATIVE PREPARATION		
	OBJECTIVE/PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE	OBJECTIVE/PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	■	■	■	■	□	■ <sup>1</sup>
Alaska	□	□	□	□	□	□
Arizona	■	□	□	■	□	□
Arkansas	□	□	□	□	□	□
CALIFORNIA	□	□	□	□	□	□
Colorado	■	□	■	■	□	■
Connecticut	□	□	□	□	□	□
Delaware	□	□	□	■	□	■ <sup>2</sup>
District of Columbia	□	□	□	□	□	□
Florida	■	■	■	■	■	■ <sup>1</sup>
Georgia	■	□	■	■	□	■
Hawaii	□	□	□	□	□	□
Idaho	□	□	□	□	□	□
Illinois	■	□	□	■	□	□
Indiana	□	□	□	□	□	□
Iowa	■	□	□	■	□	□
Kansas	□	□	□	□	□	□
Kentucky	■	□	■	■	□	■ <sup>1</sup>
Louisiana	■	■	■	■	■	■
Maine	□	□	□	□	□	□
Maryland	□	□	□	■	□	□
Massachusetts	■	□	□	■	□	□
Michigan	■	■	■	■	□	■
Minnesota	□	□	□	□	□	□
Mississippi	■	□	□	□	□	□
Missouri	■	□	□	□	□	□
Montana	■	□	□	□	□	□
Nebraska	□	□	□	□	□	□
Nevada	■	■	□	□	□	□
New Hampshire	□	□	□	□	□	□
New Jersey	■	□	□	□	□	□
New Mexico	□	□	□	□	□	□
New York	□	□	□	□	□	□
North Carolina	■	□	■	□	□	□
North Dakota	□	□	□	□	□	□
Ohio	□	□	■	□	□	□
Oklahoma	□	□	■	□	□	□
Oregon	□	□	□	□	□	□
Pennsylvania	■	□	□	□	□	□
Rhode Island	■	□	■	□	□	□
South Carolina	■	□	■	□	□	□
South Dakota	□	□	□	□	□	□
Tennessee	■	□	■	■	□	■
Texas	■	□	■	■	□	■
Utah	□	□	□	□	□	□
Vermont	■	□	□	■	□	□
Virginia	■	□	□	□	□	□
Washington	□	□	□	■	□	□
West Virginia	■	□	□	□	□	□
Wisconsin	□	□	□	□	□	□
Wyoming	□	□	□	□	□	□

25

5

14

17

2

10

1. Reported institutional data do not distinguish between candidates in the traditional and alternate route programs.
2. The posted data do not allow the public to review and compare program performance because data are not disaggregated by program provider.

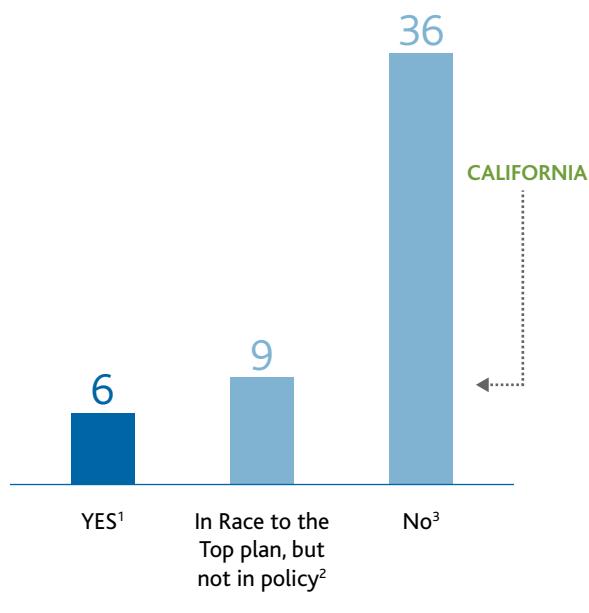


## EXAMPLES OF BEST PRACTICE

**Florida** connects student achievement gains to teacher preparation programs. The state also relies on other objective, meaningful data to measure the performance of teacher preparation programs, and it applies transparent, measurable criteria for conferring program approval. Florida also posts an annual report on its website.

Figure 42

*Do states use student achievement data to hold teacher preparation programs accountable?*



1. Strong Practice: Colorado, Florida, Georgia, Louisiana, Tennessee, Texas

2. Delaware, District of Columbia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Figure 43

*Which states collect meaningful data?*

### AVERAGE RAW SCORES ON LICENSING TESTS

Alabama, Louisiana, Michigan, New Jersey, Tennessee, West Virginia

### SATISFACTION RATINGS FROM SCHOOLS

Alabama, Arizona, Florida, Iowa, Kentucky, Maryland<sup>1</sup>, Michigan, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Virginia, Washington<sup>1</sup>, West Virginia

### EVALUATION RESULTS FOR PROGRAM GRADUATES

Alabama, Arizona, Delaware<sup>1</sup>, Florida, Illinois, Iowa, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont

### STUDENT LEARNING GAINS

Colorado, Florida, Georgia, Louisiana, Tennessee, Texas

### TEACHER RETENTION RATES

Arizona, Colorado, Delaware<sup>1</sup>, Missouri, New Jersey

1. For alternate route only

Figure 44

*What is the relationship between state program approval and national accreditation?*

	STATE HAS ITS OWN APPROVAL STANDARDS	National accreditation is required for state approval	National accreditation can be substituted for state approval	While not technically required, the approval process is indistinguishable from accreditation	While not technically required, there is some overlap
Alabama	█	□	□	□	□
Alaska	□	█	□	□	□
Arizona <sup>1</sup>	□	█	□	█	□
Arkansas	□	█	□	□	□
CALIFORNIA	█	□	□	□	□
Colorado	█	□	□	□	□
Connecticut	□	□	□	█	□
Delaware	□	█	□	□	□
District of Columbia	□	█	□	□	□
Florida	█	□	□	□	□
Georgia	□	□	█	□	□
Hawaii <sup>1</sup>	□	█	□	□	□
Idaho	□	□	□	█	□
Illinois <sup>1</sup>	□	□	□	█	□
Indiana	□	□	□	□	█
Iowa	█	□	□	□	□
Kansas	█	□	□	□	□
Kentucky	□	□	□	□	█
Louisiana	█	□	□	□	□
Maine	□	□	█	□	□
Maryland	□	█	□	□	□
Massachusetts	█	□	□	□	□
Michigan	□	█	□	□	□
Minnesota	█	□	□	□	□
Mississippi	□	□	█	□	□
Missouri	□	□	□	□	█
Montana	□	□	□	□	█
Nebraska	█	□	□	□	□
Nevada	█	□	□	□	□
New Hampshire	█	□	□	□	□
New Jersey	□	█	□	□	□
New Mexico	█	□	□	□	□
New York	█	□	□	□	□
North Carolina	□	█	□	□	□
North Dakota	□	□	□	□	█
Ohio <sup>1</sup>	□	□	□	█	□
Oklahoma	□	█	□	□	□
Oregon	█	□	□	□	□
Pennsylvania	█	□	□	□	□
Rhode Island	█	□	□	□	□
South Carolina	□	□	□	□	█
South Dakota	█	□	□	□	□
Tennessee	█	□	□	□	□
Texas <sup>1</sup>	□	□	□	█	□
Utah	□	□	□	█	□
Vermont	█	□	□	□	□
Virginia	□	□	█	□	□
Washington	█	□	□	□	□
West Virginia	█	□	□	□	□
Wisconsin	█	□	□	□	□
Wyoming	□	□	□	█	□

23

10

4

8

6

1. According to information posted on NCATE's website.



## Area 2: Expanding the Pool of Teachers

### Goal A – Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. With some accommodation for work experience, alternate route programs should screen candidates for academic ability, such as requiring a minimum 2.75 overall college GPA.
2. All alternate route candidates, including elementary candidates and those having a major in their intended subject area, should be required to pass the state's subject-matter licensing test.
3. Alternate route candidates lacking a major in the intended subject area should be able to demonstrate subject-matter knowledge by passing a test of sufficient rigor.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 45

#### *How States are Faring in Alternate Route Eligibility*

- |  |   |
|--|---|
|  2    | <b>Best Practice States</b><br>District of Columbia↑, Michigan↑   |
|  1    | <b>State Meets Goal</b><br>Minnesota↑   |
|  13   | <b>States Nearly Meet Goal</b><br>Alabama↑, Arkansas, Connecticut, Illinois, Louisiana, Maryland↑, Massachusetts, New York, Ohio↑, Oklahoma, Pennsylvania, Rhode Island, Tennessee                      |
|  15  | <b>States Partly Meet Goal</b><br>Arizona↓, Delaware↑, Florida, Indiana↑, Iowa↑, Kansas↑, Kentucky, Mississippi, New Jersey↓, North Carolina, South Dakota↑, Texas, Virginia, Washington, West Virginia |
|  13 | <b>States Meet a Small Part of Goal</b><br>Alaska, CALIFORNIA↓, Colorado↓, Georgia↓, Idaho↓, Maine, Missouri, Nevada↑, New Hampshire, Oregon, South Carolina, Vermont, Wyoming                          |
|  7  | <b>States Do Not Meet Goal</b><br>Hawaii↓, Montana, Nebraska, New Mexico, North Dakota, Utah, Wisconsin   |

#### Progress on this Goal Since 2009:

↑ : 12    ↔ : 32    ↓ : 7



State Meets a Small Part of Goal



Progress Since 2009

### ANALYSIS

While the admission requirements for California's alternate routes do not exceed those for traditional preparation programs, the state does allow flexibility for nontraditional candidates.

California has two tracks for alternative certification, the District Intern Credential and the University Intern Credential. The University Intern Credential allows individuals currently enrolled in a college or university to enter the classroom while they complete coursework requirements. The state has established no admission criteria for this route; requirements for admission are left to the discretion of the specific college or university.

For the District Intern Credential, California does not require candidates to demonstrate prior academic performance, such as a minimum GPA, as an entrance standard for the alternate route program.

California District Intern Credential applicants must pass a test of basic skills. SAT, ACT or GRE scores may be used in place of the basic skills test requirement. Candidates are further required to complete a U.S. Constitution course or pass an examination given by a regionally accredited university or college.

While California's District Intern Credential program requires candidates pursuing multi-subject certification to pass a subject-matter test, the state does not require a content-specific test for single subject intern certification. In the 2009 edition of the *Yearbook*, California required that all candidates pass a subject-matter test for both the district- and university-based programs; this policy has changed. Single subject teachers can now demonstrate subject-matter proficiency either through subject-specific program completion or by passing the subject-matter test.

### Supporting Research

California Education Code 44325

<http://www.ctc.ca.gov/credentials/leaflets/cl707b.pdf>

<http://www.ctc.ca.gov/credentials/leaflets/cl402a.pdf>

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### RECOMMENDATION

**■ Set minimum admission requirements for all alternate route programs.**

California should establish minimum admission requirements for all of its alternate routes. The state is responsible for setting policy that ensures that nontraditional candidates have the academic ability and subject-matter knowledge required to teach. Universities and colleges should feel encouraged to exceed these minimums, but without state guidelines there is no assurance that University Interns will have demonstrated the necessary aptitude prior to entering the classroom.

**■ Screen candidates for academic ability.**

California should require that candidates to its alternate routes provide some evidence of good academic performance. The standard should be higher than what is required of traditional teacher candidates, such as a GPA of 2.75 or higher. Alternatively, the state could require one of the standardized tests of academic proficiency commonly used in higher education for graduate admissions, such as the GRE.

**■ Reinstate subject-matter test requirement for all certification applicants.**

While California is recognized for requiring multi-subject candidates to demonstrate content knowledge on a test, it is strongly recommended that the state return to its previous policy and require that all candidates pass a subject-matter test. The concept behind alternate routes is that the nontraditional candidate is able to concentrate on acquiring professional knowledge and skills because he or she has strong subject-area knowledge. Teachers without sufficient subject-matter knowledge place students at risk.

**■ Eliminate basic skills test requirement.**

The state's requirement that alternate route candidates pass a basic skills test is impractical and ineffectual. Although the state does allow candidates a waiver based on a range of evidence, California should consider eliminating the basic skills test requirement completely. Basic skills tests measure minimum competency—essentially those skills that a person should have acquired in middle school—and are inappropriate for candidates who have already earned a bachelor's degree. Passage of a basic skills test provides no assurance that the candidate has the appropriate subject-matter knowledge needed for the classroom.

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#### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

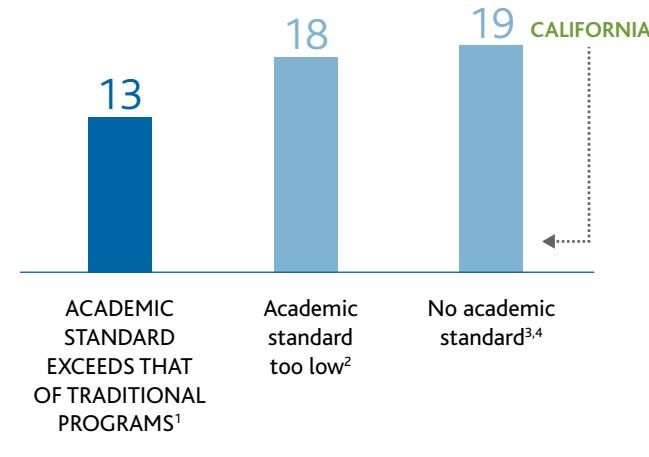
Figure 46

*Are states' alternate routes selective yet flexible in admissions?*



Figure 47

*Do states require alternate routes to be selective?*



1. **Strong Practice:** Connecticut, District of Columbia, Illinois, Indiana, Iowa, Maryland, Michigan, Minnesota, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee

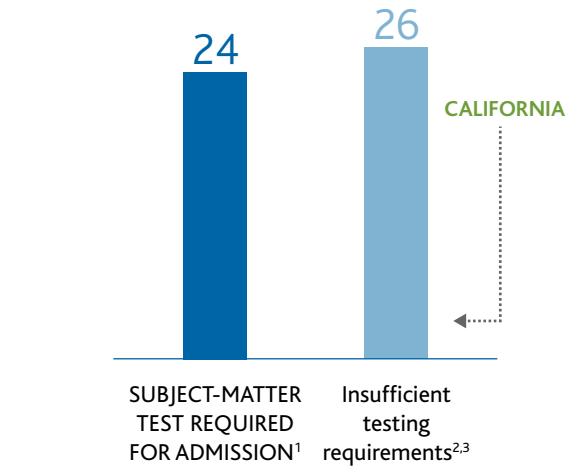
2. Alabama, Alaska, Arkansas, Florida, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Texas, West Virginia, Wyoming

3. Arizona, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Maine, Massachusetts, Montana, Nevada, New Hampshire, New Mexico, Oregon, Utah, Vermont, Virginia, Washington, Wisconsin

4. North Dakota does not have an alternate route to certification.

Figure 48

*Do states ensure that alternate route teachers have subject-matter knowledge?*



1. **Strong Practice:** Alabama, Arizona, Arkansas, Connecticut<sup>4</sup>, District of Columbia, Florida, Illinois<sup>4</sup>, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Virginia, Washington, West Virginia

2. State does not require test at all, exempts some candidates or does not require passage until program completion. Alaska, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Maryland, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Vermont, Wisconsin, Wyoming

3. North Dakota does not have an alternate route to certification.

4. Required prior to entering the classroom.

Figure 46

1. North Dakota does not have an alternate route to certification.

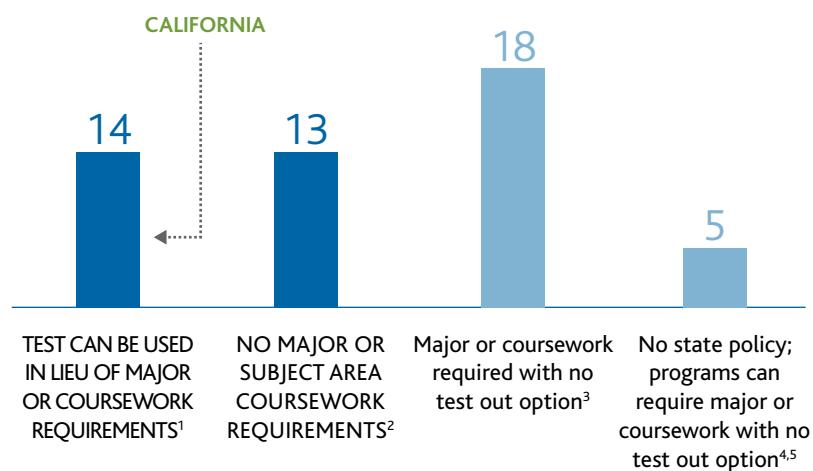


## EXAMPLES OF BEST PRACTICE

The **District of Columbia** and **Michigan** require candidates to demonstrate above-average academic performance as conditions of admission to an alternate route program, with both requiring applicants to have a minimum 3.0 GPA. In addition, neither state requires a content-specific major; subject-area knowledge is demonstrated by passing a test, making their alternate routes flexible to the needs of nontraditional candidates.

Figure 49

*Do states accommodate the nontraditional background of alternate route candidates?*



1. **Strong Practice:** Alabama, California, Colorado, Connecticut<sup>6</sup>, Florida, Georgia, Maine, Maryland, North Carolina, Oklahoma, Oregon, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Arizona, Arkansas, District of Columbia, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Ohio, Virginia, Washington

3. Alaska, Delaware, Indiana, Kansas, Kentucky, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming

4. Hawaii, Idaho, Nevada, New Mexico, Wisconsin

5. North Dakota does not have an alternate route to certification.

6. Test out option available to candidates in shortage areas only.

## Area 2: Expanding the Pool of Teachers

### Goal B – Alternate Route Preparation

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that the amount of coursework it either requires or allows is manageable for a novice teacher. Anything exceeding 12 credit hours of coursework in the first year may be counterproductive, placing too great a burden on the teacher. This calculation is premised on no more than six credit hours in the summer, three in the fall and three in the spring.
2. The state should ensure that alternate route programs offer accelerated study not to exceed six (three credit) courses for secondary teachers and eight (three credit) courses for elementary teachers (exclusive of any credit for practice teaching or mentoring) over the duration of the program. Programs should be limited to two years, at which time the new teacher should be eligible for a standard certificate.
3. All coursework requirements should target the immediate needs of the new teacher (e.g., seminars with other grade-level teachers, training in a particular curriculum, reading instruction and classroom management techniques).
4. The state should ensure that candidates have an opportunity to practice teach in a summer training program. Alternatively, the state can require an intensive mentoring experience, beginning with a trained mentor assigned full time to the new teacher for the first critical weeks of school and then gradually reduced. The state should support only induction strategies that can be effective even in a poorly managed school: intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 50

#### *How States are Faring in Alternate Route Preparation*

- |  |  |
|--|--|
|  1    | <b>Best Practice State</b><br>Connecticut  |
|  4    | <b>States Meet Goal</b><br>Arkansas, Delaware↑, Georgia, New Jersey  |
|  7    | <b>States Nearly Meet Goal</b><br>Alabama, Florida, Maryland↑, Mississippi, Rhode Island↑, South Carolina, Virginia  |
|  11   | <b>States Partly Meet Goal</b><br>Alaska, <b>CALIFORNIA</b> , Kentucky, Louisiana, Massachusetts, Nevada↑, New Mexico, New York, Ohio↑, South Dakota, West Virginia  |
|  18 | <b>States Meet a Small Part of Goal</b><br>Arizona, Colorado, District of Columbia, Idaho, Illinois, Indiana, Iowa↓, Kansas↑, Michigan↑, Minnesota↑, Missouri, Oklahoma, Pennsylvania, Tennessee, Texas, Utah, Washington, Wyoming |
|  10 | <b>States Do Not Meet Goal</b><br>Hawaii, Maine, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Oregon, Vermont, Wisconsin  |

#### Progress on this Goal Since 2009:

↑ : 8    ↔ : 42    ↓ : 1



State Partly Meets Goal



Progress Since 2009

### ANALYSIS

California does not ensure that its alternate routes provide streamlined preparation that meets the immediate needs of new teachers.

The University Internship Credential route requirements vary, depending on the type of internship credential sought and the specific program requirements established by the college or university through which the internship will be completed. No specific guidelines are offered by the state.

District Intern Credential candidates must complete 120 clock hours in child development and teaching methods. Additional coursework is also required in the culture and methods of English Language learners. Elementary candidates must also complete additional instruction in these areas during their first semester of teaching.

Candidates in the University Internship Credential program are not provided a practice-teaching opportunity, nor is there a requirement that all candidates receive a mentor. The District Intern must be assisted and guided throughout the training program by either a person designated as a mentor teacher, a teacher selected through a competitive process or a person employed by the program to supervise student teachers.

The University Internship Credentials route offers one- and two-year programs. District Intern Credential candidates can complete their program and earn full certification in two years.

#### Supporting Research

[http://www.ctc.ca.gov/educator-prep/intern/files/  
Intern-Specific-Preconditions-Standards-and-Laws-Related-to-Accreditation.pdf](http://www.ctc.ca.gov/educator-prep/intern/files/Intern-Specific-Preconditions-Standards-and-Laws-Related-to-Accreditation.pdf)

### RECOMMENDATION

#### **■ Establish coursework guidelines for all alternate route preparation programs.**

Although program requirements are provided for the District Intern program, the state should articulate guidelines regarding the nature and amount of coursework required of all its alternate route candidates. Requirements should be manageable and contribute to the immediate needs of new teachers. Appropriate coursework should include grade-level or subject-level seminars, methodology in the content area, classroom management, assessment and scientifically based early reading instruction.

#### **■ Ensure that new teachers are not burdened by excessive requirements.**

While California is commended for limiting the length of its alternate route programs, the state should ensure that programs do not overburden the new teacher by requiring multiple courses to be taken simultaneously during the school year.

#### **■ Extend mentoring to all alternate route teachers.**

Although California requires District Intern teachers to work with a mentor, University Interns should also receive this support. In addition, the state should consider providing sufficient guidelines to ensure that the induction program is structured for new teacher success. Effective strategies include practice teaching prior to teaching in the classroom, intensive mentoring with full classroom support in the first few weeks or months of school, a reduced teaching load and release time to allow new teachers to observe experienced teachers during each school day.

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 51

*Do states' alternate routes provide streamlined preparation that meets the immediate needs of new teachers?*

	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING OPPORTUNITY	INTENSIVE SUPPORT
Alabama	█	□	█	□	□
Alaska	□	█	█	█	█
Arizona	□	□	█	█	□
Arkansas	█	█	█	□	█
CALIFORNIA	□	□	█	□	□
Colorado	█	□	█	□	□
Connecticut	█	█	█	█	█
Delaware	█	█	█	█	█
District of Columbia	□	□	□	█	█
Florida <sup>1</sup>	█	█	█	█	█
Georgia	█	█	█	□	█
Hawaii	□	□	□	□	□
Idaho	□	□	□	□	□
Illinois	□	□	□	□	□
Indiana	□	□	□	█	□
Iowa	□	□	█	█	□
Kansas	□	□	█	□	□
Kentucky	□	□	█	□	█
Louisiana	□	□	█	█	□
Maine	□	□	□	□	□
Maryland	█	█	█	█	█
Massachusetts	□	█	□	█	█
Michigan	□	□	□	█	□
Minnesota	□	□	█	□	□
Mississippi	█	█	█	□	□
Missouri	□	□	█	□	□
Montana	□	□	□	□	□
Nebraska	□	□	□	█	□
Nevada	□	□	█	□	□
New Hampshire	□	□	□	□	□
New Jersey	█	█	█	□	█
New Mexico	□	□	□	█	□
New York	□	□	█	□	█
North Carolina	□	□	□	□	□
North Dakota <sup>2</sup>	□	□	□	□	□
Ohio	□	□	□	█	□
Oklahoma	□	□	□	□	□
Oregon	□	□	□	□	□
Pennsylvania	□	□	□	□	□
Rhode Island	█	█	□	█	□
South Carolina	█	□	□	□	□
South Dakota	□	□	█	□	□
Tennessee	□	□	█	□	□
Texas	□	□	█	□	□
Utah	□	□	█	□	□
Vermont	□	□	□	█	□
Virginia	█	█	█	█	□
Washington	□	□	█	□	□
West Virginia	□	□	█	□	█
Wisconsin	□	□	□	□	□
Wyoming	□	□	█	□	□

13      12      29      18      13

## ★ EXAMPLES OF BEST PRACTICE

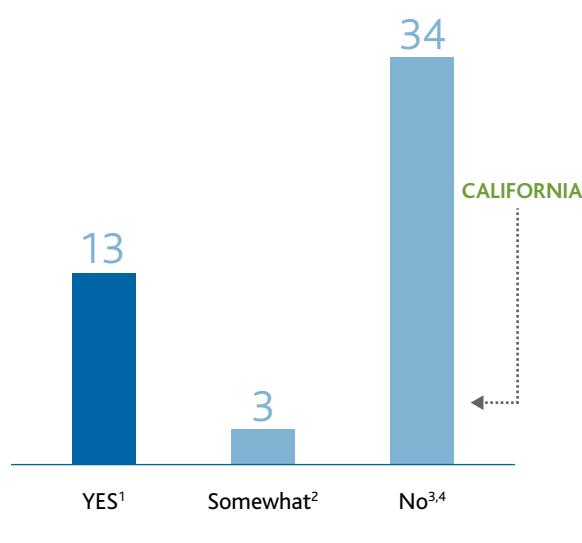
**Connecticut** ensures that its alternate route provides streamlined preparation that meets the immediate needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring. Other notable states include **Arkansas**, **Delaware**, **Georgia** and **New Jersey**. These states provide streamlined, relevant coursework with intensive mentoring.

1. Florida requires practice teaching or intensive mentoring.

2. North Dakota does not have an alternate route to certification.

Figure 52

*Do states curb excessive coursework requirements?*



1. **Strong Practice:** Alabama, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Maryland, Mississippi, New Jersey, Rhode Island, South Carolina, Virginia

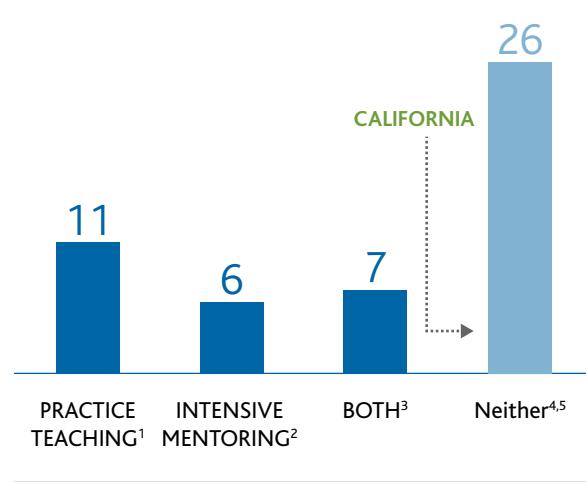
2. Indiana, Nevada, Wyoming

3. Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin

4. North Dakota does not have an alternate route to certification.

Figure 53

*Do states require practice teaching or intensive mentoring?*



1. **Strong Practice:** Arizona, Indiana, Iowa, Louisiana, Michigan, Nebraska, New Mexico, Ohio, Rhode Island, Vermont, Virginia

2. **Strong Practice:** Arkansas, Georgia, Kentucky, New Jersey, New York, West Virginia

3. **Strong Practice:** Alaska, Connecticut, Delaware, District of Columbia, Florida<sup>6</sup>, Maryland, Massachusetts

4. Alabama, California, Colorado, Hawaii, Idaho, Illinois, Kansas, Maine, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming

5. North Dakota does not have an alternate route to certification.

6. Candidates are required to have one or the other, not both.

## Area 2: Expanding the Pool of Teachers

### Goal C – Alternate Route Usage and Providers

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not treat the alternate route as a program of last resort or restrict the availability of alternate routes to certain subjects, grades or geographic areas.
2. The state should allow districts and nonprofit organizations other than institutions of higher education to operate alternate route programs.
3. The state should ensure that its alternate route has no requirements that would be difficult to meet for a provider that is not an institution of higher education (e.g., an approval process based on institutional accreditation).

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 54

*How States are Faring in Alternate Route Usage and Providers*

 0 Best Practice States

 26 States Meet Goal

Arizona↑, Arkansas, **CALIFORNIA**, Colorado, Connecticut↑, Delaware, District of Columbia, Florida, Georgia, Illinois↑, Kentucky, Louisiana, Maryland, Massachusetts, Michigan↑, Nevada↑, New Hampshire, New York↑, North Carolina, Ohio↑, Pennsylvania↑, Rhode Island, Tennessee, Texas, Virginia, Washington↑

 4 States Nearly Meet Goal

Minnesota↑, New Jersey, South Dakota, Utah

 7 States Partly Meet Goal

Alabama↑, Indiana, Montana, New Mexico, Oklahoma, West Virginia, Wisconsin

 4 States Meet a Small Part of Goal

Idaho↑, Mississippi, South Carolina, Vermont

 10 States Do Not Meet Goal

Alaska, Hawaii, Iowa, Kansas, Maine, Missouri, Nebraska, North Dakota, Oregon, Wyoming

Progress on this Goal Since 2009:

↑ : 12    ↔ : 39    ↓ : 0

## Area 2: Goal C California Analysis



State Meets Goal



Progress Since 2009

### ANALYSIS

California does not limit the usage or providers of its alternate routes.

California is commended for having no restrictions on the usage of its alternate routes with regard to subject, grade or geographic areas.

Coursework is outlined in clock hours, and programs are run by both institutions of higher education and local districts. The state is commended for structuring its programs to allow a diversity of providers. A good diversity of providers helps all programs, both university- and non-university-based, to improve.

### Supporting Research

[http://134.186.81.79/fmi/xsl/CTC\\_apm/recordlist.html](http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html)

<http://www.ctc.ca.gov/credentials/leaflets/cl707b.pdf>

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### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 55

*Are states' alternate routes free from limitations?*

	BROAD USAGE ACROSS SUBJECTS, GRADES AND GEOGRAPHIC AREAS	DIVERSITY OF PROVIDERS
Alabama <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CALIFORNIA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>

32      29



## EXAMPLES OF BEST PRACTICE

Twenty-six states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it commends all states that permit both broad usage and a diversity of providers for their alternate routes.

Figure 56

*Can alternate route teachers teach any subject or grade anywhere in the state?*

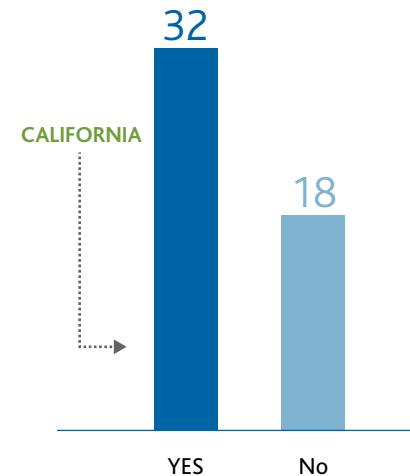
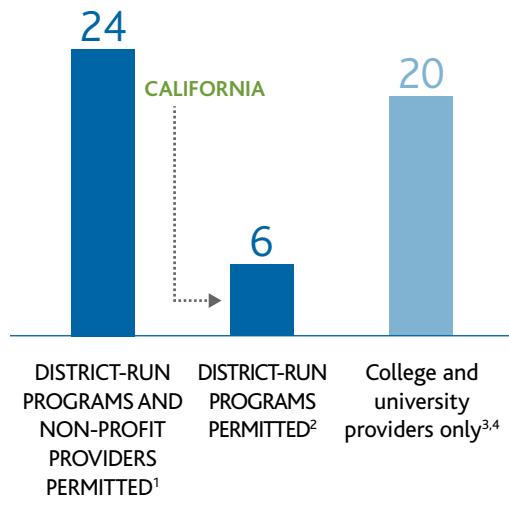


Figure 55 and 56

1. Alabama offers routes without restrictions for candidates with master's degrees. The route for candidates with bachelor's degrees is limited to certain subjects.
2. North Dakota does not have an alternate route to certification.

Figure 57

*Do states permit providers other than colleges or universities?*



1. **Strong Practice:** Arizona, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Nevada, New Hampshire, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, Wisconsin
2. **Strong Practice:** California, Colorado, Georgia, North Carolina, Vermont<sup>5</sup>, West Virginia
3. Alabama, Alaska, Hawaii, Idaho<sup>6</sup>, Indiana, Iowa, Kansas, Maine, Minnesota, Mississippi<sup>6</sup>, Missouri<sup>6</sup>, Montana, Nebraska, New Jersey<sup>7</sup>, New Mexico, Oregon, South Carolina<sup>6</sup>, South Dakota, Utah<sup>6</sup>, Wyoming
4. North Dakota does not have an alternate route to certification.
5. Districts can run Peer Review programs only.
6. ABCTE is also an approved provider.
7. Permits school districts to provide programs without university partnerships in some circumstances.

Figure 58

1. North Dakota does not have an alternate route to certification.

Figure 58

*Do states provide real alternative pathways to certification?*

	Genuine or nearly genuine alternate route	Alternate route that needs significant improvements	Offered route is disingenuous
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

7

25

18

Figure 59

*What are the characteristics of states' alternate routes?*

	PREREQUISITE OF STRONG ACADEMIC PERFORMANCE	VERIFICATION OF SUBJECT MATTER KNOWLEDGE	AVAILABILITY OF TEST OUT OPTIONS	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING AND/OR INTENSIVE MENTORING	BROAD USAGE	DIVERSITY OF PROVIDERS
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13      24      27      13      12      29      24      32      29

## Area 2: Expanding the Pool of Teachers

### Goal D – Part-Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Either through a discrete license or by waiving most licensure requirements, the state should authorize individuals with content expertise to teach as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license should be limited to those addressing public safety (e.g., background screening) and those of immediate use to the novice instructor (e.g., classroom management training).

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 60

#### *How States are Faring in Part Time Teaching Licenses*

- |  |   |
|--|---|
|  1    | <b>Best Practice State</b><br>Arkansas  |
|  2    | <b>States Meet Goal</b><br>Florida, Georgia   |
|  5    | <b>States Nearly Meet Goal</b><br>Kentucky, South Carolina, Tennessee, Texas, Utah  |
|  4    | <b>States Partly Meet Goal</b><br><b>CALIFORNIA</b> , Louisiana, Ohio, Oklahoma   |
|  6  | <b>States Meet a Small Part of Goal</b><br>Colorado, Kansas, Mississippi, Montana, New York, Washington   |
|  33 | <b>States Do Not Meet Goal</b><br>Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, West Virginia, Wisconsin, Wyoming |

#### Progress on this Goal Since 2009:

New Goal



State Partly Meets Goal



Progress Since 2009

### ANALYSIS

California offers the Visiting Faculty Permit (VFP), which allows individuals who have a minimum of three years experience teaching at the postsecondary level to teach in a departmentalized K-12 setting. Candidates cannot apply for this license; only districts with a demonstrated need in a shortage area can make a request to hire an individual under a VFP.

Candidates for a VFP must have a master's degree or higher and submit their past two performance evaluations as evidence of effective teaching. VFP applicants are not required to pass a subject-matter exam.

The VFP is issued for a one-year term and may only be reissued twice. After the first year, individuals teaching under the VFP must complete a methodology course at a California college or university. If after three years the VFP teacher has also earned an English Learner authorization, then he or she is eligible for a full teacher credential.

Statutory authorization for this license expires in 2015.

#### Supporting Research

<http://www.ctc.ca.gov/credentials/leaflets/cl881.pdf>

### RECOMMENDATION

■ **Require applicants to pass a subject-matter test.**

Although the VFP is designed to enable college and university faculty to teach in K-12 classrooms, California should still require a subject-matter test. While a major—or even an advanced degree—is generally indicative of background in a particular subject area, only a subject-matter test ensures that VFP teachers know the specific content they will need to teach.

■ **Expand the license to include content experts other than college faculty.**

California should permit other individuals with deep subject-area knowledge to teach a limited number of courses without fulfilling a complete set of certification requirements.

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 61

*Do states offer a license with minimal requirements that allows content experts to teach part-time?*

	YES	No
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input checked="" type="checkbox"/> 1	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/> 1	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/> 1	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>

16      35

## EXAMPLES OF BEST PRACTICE

**Arkansas** offers a license with minimal requirements that allows content experts to teach part time. Individuals seeking this license must pass a subject-matter test and are also required to complete specially-designed pedagogy training that is not overly burdensome.

1. License has restrictions.

2. It appears that the state has a license that may be used for this purpose; guidelines are vague.

## Area 2: Expanding the Pool of Teachers

### Goal E – Licensure Reciprocity

The state should help to make licenses fully portable among states, with appropriate safeguards.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should offer a standard license to fully certified teachers moving from other states, without relying on transcript analysis or recency requirements as a means of judging eligibility. The state can and should require evidence of good standing in previous employment.
2. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet the incoming state's testing requirements.
3. The state should accord the same license to teachers from other states who completed an approved alternate route program that it accords teachers prepared in a traditional preparation program.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 62

#### *How States are Faring in Licensure Reciprocity*

- |  |  |
|--|--|
|  2    | <b>Best Practice States</b><br>Alabama, Texas  |
|  0    | <b>States Meet Goal</b>  |
|  3    | <b>States Nearly Meet Goal</b><br>Idaho, Ohio, Washington  |
|  13   | <b>States Partly Meet Goal</b><br>Alaska, Delaware, Illinois↑, Massachusetts, Minnesota, New York, North Carolina, North Dakota, Pennsylvania, South Dakota, Utah, West Virginia, Wisconsin  |
|  15 | <b>States Meet a Small Part of Goal</b><br>Colorado, Florida, Georgia, Hawaii, Indiana, Maryland, Mississippi, Missouri, New Hampshire, Oklahoma, Oregon↑, Rhode Island, Tennessee, Virginia, Wyoming                                      |
|  18 | <b>States Do Not Meet Goal</b><br>Arizona, Arkansas, <b>CALIFORNIA</b> , Connecticut, District of Columbia, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Montana, Nebraska, Nevada, New Jersey, New Mexico, South Carolina, Vermont |

#### Progress on this Goal Since 2009:

↑ : 2    ↔ : 49    ↓ : 0

## Area 2: Goal E California Analysis



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

California does not support licensure reciprocity for certified teachers from other states.

It is unclear whether California upholds its standards for all teachers by insisting that out-of-state teachers meet its testing requirements. It appears that neither elementary nor secondary teachers have to demonstrate subject-matter competence if they have less than two years of teaching experience and apply for the state's Five-Year Preliminary Credential. Out-of-state teachers need not pass California's CSET content test until they apply for California's Clear Teaching Credential.

Teachers with comparable out-of-state certificates are eligible for California's Clear Teaching Credential. Those with two or more years of experience are required to complete one of the following: 150 hours of professional activities, a master's degree or higher and a bachelor's degree with a minimum of 150 semester units. Teachers must also earn an authorization to teach English learners as well as meet the state's subject-matter competence, meaning the out-of-state credential must correspond to a California subject area or the candidate must complete 32 units of coursework in the California subject area.

Teachers with less than two years of experience are also eligible for the state's clear credential if they complete the state's two-year induction program, in addition to earning an authorization to teach English learners and meeting the state's subject-matter competence. Also, those with National Board for Professional Teaching Standards Certification will be issued a clear credential for the corresponding subject area.

Unfortunately, alternate route teachers applying for even the preliminary certificate in California must have completed their programs at a regionally accredited institution; therefore, district-run alternate route programs or programs provided by groups such as Teach For America or the New Teacher Project would not meet the state's definition. Additionally, the program must have provided student teaching, even though a responsible alternate route program might have instead provided a strong induction program with intensive mentoring.

Transcripts are required for all applicants; however, it is not clear whether the state analyzes these transcripts to determine whether a teacher was prepared through a traditional or alternate route or whether additional coursework will be required.

California is also a participant in the NASDTEC Interstate Agreement; however, the latest iteration of this agreement no longer purports to be a reciprocity agreement among states and thus is no longer included in this analysis.

### Supporting Research

Out-of-State Applicants

<http://www.ctc.ca.gov/credentials/out-of-state.html>

### RECOMMENDATION

- To uphold standards, require that teachers coming from other states meet testing requirements.

California should insist that out-of-state teachers meet its own testing requirements, and it should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own standards.

**■ Offer a standard license to certified out-of-state teachers, absent unnecessary requirements.**

California should reconsider its requirement of a master's degree or excessive undergraduate coursework, for research has concluded that these requirements do not positively affect teacher effectiveness. The professional activities requirement is also burdensome and may deter talented out-of-state teachers from applying for certification in California. The state's induction requirement is not unreasonable for teachers with less experience; however, the decision about whether or not an out-of-state teacher needs additional support may best be left in the hands of school principals.

California should also consider discontinuing its requirement for the submission of transcripts. Transcript analysis is likely to result in additional coursework requirements, even for traditionally prepared teachers; alternate route teachers, on the other hand, may have to virtually begin anew, repeating some, most or all of a teacher preparation program in California. Regardless of whether a teacher was prepared through a traditional or alternate route, all certified out-of-state teachers should receive equal treatment.

**■ Accord the same license to out-of-state alternate route teachers as would be accorded to traditionally prepared teachers.**

California should widen its definition of a valid alternate route program, accommodating out-of-state teachers who have completed an alternate route program by removing its condition that alternate route teachers can only have completed a program through a college or university. States that cite the evidence of uneven quality of alternate route programs are ignoring the similarly uneven quality of traditional teacher preparation programs. The policy is also premised in speculation; there are no research findings to suggest that alternate route teachers who completed a regionally accredited program are more effective than those who did not.

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#### CALIFORNIA RESPONSE TO ANALYSIS

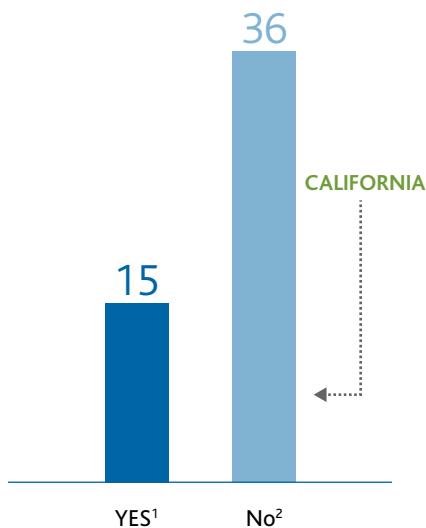
California recognized the factual accuracy of this analysis. The state added that the Department of Education has no authority or jurisdiction over teacher preparation or credentialing, but rather the California Commission on Teacher Credentialing (CTC), an independent agency, is responsible for teacher licensure.

## ★ EXAMPLES OF BEST PRACTICE

**Alabama** and **Texas** appropriately support licensure reciprocity by only requiring certified teachers from other states to meet each state's own testing requirements and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers.

Figure 63

*Do states require all out-of-state teachers to pass their licensure tests?*



1. **Strong Practice:** Alabama, Alaska, Idaho, Illinois, Massachusetts, Minnesota, New York<sup>3</sup>, North Dakota, Ohio, Pennsylvania<sup>3</sup>, South Dakota, Texas, Utah, Washington<sup>3</sup>, Wisconsin

2. Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana<sup>4</sup>, Nebraska<sup>4</sup>, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming

3. Exception for teachers with National Board Certification.

4. No subject-matter testing for any teacher certification.

Figure 64

*What do states require of teachers transferring from other states?*

	LICENSE RECIPROCITY WITH NO STRINGS ATTACHED	Transcript analysis	Recency requirements
Alabama	■	□	□
Alaska	□	■	■
Arizona	□	■	□
Arkansas	□	■	□
CALIFORNIA	□	■	□
Colorado	□	■	□
Connecticut	□	■	■
Delaware	■	□	□
District of Columbia	□	■	□
Florida	□	■	□
Georgia	□	□	■
Hawaii	□	■	□
Idaho	□	■	□
Illinois	□	■	□
Indiana	□	■	□
Iowa	□	■	■
Kansas	□	■	■
Kentucky	□	■	□
Louisiana	□	■	■
Maine	□	■	■
Maryland	□	■	□
Massachusetts	□	■	■
Michigan	□	■	□
Minnesota	□	■	□
Mississippi	□	■	□
Missouri	□	■	□
Montana	□	■	□
Nebraska	□	■	■
Nevada	□	■	□
New Hampshire	□	■	□
New Jersey	□	■	□
New Mexico	□	■	□
New York	■ 1	□	□
North Carolina	■	□	□
North Dakota	□	■	□
Ohio	□	■	□
Oklahoma	□	■	□
Oregon	□	■	□
Pennsylvania	□	■	□
Rhode Island	■ 1	□	□
South Carolina	□	■	■
South Dakota	□	■	■
Tennessee	□	■	□
Texas	■	□	□
Utah	□	■	□
Vermont	□	■	□
Virginia	□	■	□
Washington	■ 2	□	□
West Virginia	■	□	□
Wisconsin	□	■	■
Wyoming	■ 1	□	□
	9	41	12

Figure 64

1. For traditionally prepared teachers only.

2. Transcript review required for those with less than 3 years experience.

Figure 65

*Do states treat out-of-state teachers the same whether they were prepared in a traditional or an alternate route program?*

	STATE TREATS TEACHERS EQUALLY	State specifies different route requirements for alternate route teachers	State has policies with the potential to create obstacles for alternate route teachers
Alabama	█	□	□
Alaska	□	□	█
Arizona	□	□	█
Arkansas	□	□	█
CALIFORNIA	□	█	□
Colorado	□	□	█
Connecticut	□	□	█
Delaware	█	□	□
District of Columbia	□	□	█
Florida	□	□	█
Georgia	█	□	□
Hawaii	□	□	█
Idaho	□	□	█
Illinois	□	□	█
Indiana	□	□	█
Iowa	□	□	█
Kansas	□	█	□
Kentucky	□	□	█
Louisiana	□	□	█
Maine	□	□	█
Maryland	□	□	█
Massachusetts	□	□	█
Michigan	□	□	█
Minnesota	□	□	█
Mississippi	□	□	█
Missouri	□	□	█
Montana	□	□	█
Nebraska	□	□	█
Nevada	□	□	█
New Hampshire	□	□	█
New Jersey	□	□	█
New Mexico	□	□	█
New York	□	█	□
North Carolina	█	□	□
North Dakota	□	□	█
Ohio	□	□	█
Oklahoma	□	□	█
Oregon	□	□	█
Pennsylvania	□	□	█
Rhode Island	□	█	□
South Carolina	□	□	█
South Dakota	□	□	█
Tennessee	□	□	█
Texas	█	□	□
Utah	□	□	█
Vermont	□	□	█
Virginia	□	□	█
Washington	□	█	□
West Virginia	█	□	□
Wisconsin	□	□	█
Wyoming	□	█	□

6      6      39

## Area 3: Identifying Effective Teachers

### Goal A – State Data Systems

The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should establish a longitudinal data system with at least the following key components:
  - a. A unique statewide student identifier number that connects student data across key databases across years;
  - b. A unique teacher identifier system that can match individual teacher records with individual student records; and
  - c. An assessment system that can match individual student test records from year to year in order to measure academic growth.
2. Value-added data provided through the state's longitudinal data system should be considered among the criteria used to determine teachers' effectiveness.
3. To ensure that data provided through the state data system is actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 66

*How States are Faring in the Development of Data Systems*

 0 Best Practice States

 35 States Meet Goal

Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho↑, Illinois↑, Indiana↑, Iowa↑, Kansas↑, Kentucky, Louisiana, Maryland↑, Massachusetts↑, Minnesota↑, Mississippi, Missouri, Nebraska↑, New Hampshire↑, New Mexico, New York↑, North Carolina, North Dakota↑, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Washington↑, West Virginia, Wisconsin↑, Wyoming

 0 States Nearly Meet Goal

 15 States Partly Meet Goal

Alaska, Arizona↑, Colorado, Connecticut, District of Columbia↑, Maine, Michigan, Montana, Nevada, New Jersey, Oregon, South Dakota↑, Texas, Vermont, Virginia

 0 States Meet a Small Part of Goal

 1 State Does Not Meet Goal

CALIFORNIA↓

Progress on this Goal Since 2009:

↑ : 17    ↔ : 33    ↓ : 1



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

California does not have a data system with the capacity to provide evidence of teacher effectiveness.

The state has yet to implement any of the three necessary elements of a student- and teacher-level longitudinal data system. It is in the initial stages of implementing a student data system (CALPADS) and is still in the development stage of the unique teacher identifier system (CALTIDES). When these two systems are fully implemented, California will be able to match individual student records with teacher records.

#### Supporting Research

Data Quality Campaign

[www.dataqualitycampaign.org](http://www.dataqualitycampaign.org)

### RECOMMENDATION

#### ■ Develop capacity of state data system.

California should ensure that its state data system is able to assign unique student identifiers that connect student data across key databases across years, and assign unique teacher identifiers that enable it to match individual teacher records with individual student records. It should also have the capacity to match student test records from year to year to measure academic growth.

#### ■ Develop a clear definition of "teacher of record."

A definition of teacher of record is necessary in order to use the student-teacher data link for the purpose of providing value-added evidence of teacher effectiveness. California defines the teacher of record as the person who is primarily responsible for the delivery of instruction, assignment of grades and certification of attendance. However, to ensure that data provided through the state data system are actionable and reliable, California should articulate a more distinct definition of teacher of record and require its consistent use throughout the state.

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis. The state added that in March 2006, the California Department of Education, in cooperation with the California Commission on Teacher Credentialing (CTC), was given authorization to begin the development of a California teacher data system, identified as the California Longitudinal Teacher Integrated Data Educational System (CALTIDES), which would have provided the data described above. Unfortunately, recent state budget action has halted the development of the CALTIDES system, so there is no current or projected time frame for either agency to collect these data.

Figure 67

*Do state data systems  
have the capacity to  
assess teacher  
effectiveness?*



50      35      50

## ★ EXAMPLES OF BEST PRACTICE

Although NCTQ has not singled out one state's policies for "best practice" honors, it commends the 35 states that have a data system with the capacity to provide evidence of teacher effectiveness.

### Key

▀ indicates that the state assigns teacher identification numbers, but it cannot match individual teacher records with individual student records.

## Area 3: Identifying Effective Teachers

### Goal B – Evaluation of Effectiveness

The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion or specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured to preclude a teacher from receiving a satisfactory rating if found ineffective in the classroom.
2. Evaluation instruments should require classroom observations that focus on and document the effectiveness of instruction.
3. Teacher evaluations should consider objective evidence of student learning, including not only standardized test scores but also classroom-based artifacts such as tests, quizzes and student work.
4. The state should require that evaluation instruments differentiate among various levels of teacher performance. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 68

#### *How States are Faring in Evaluating Teacher Effectiveness*

- 0 Best Practice States
- 10 States Meet Goal  
Colorado ↑, Delaware ↑, Florida ↑,  
Maryland ↑, Michigan ↑, Nevada ↑, Ohio ↑,  
Oklahoma ↑, Rhode Island ↑, Tennessee ↑
- 4 States Nearly Meet Goal  
Arizona ↑, Idaho ↑, Louisiana ↑, New York ↑
- 9 States Partly Meet Goal  
Arkansas ↑, Connecticut ↑, Georgia ↑,  
Illinois ↑, Indiana ↑, Massachusetts ↑,  
Minnesota ↑, Utah ↑, Washington ↑
- 18 States Meet a Small Part of Goal  
Alabama, Alaska, **CALIFORNIA**, Hawaii, Kansas,  
Kentucky, Mississippi, Missouri, New Jersey,  
New Mexico, North Carolina ↑, Oregon ↑,  
Pennsylvania, South Carolina, Texas,  
West Virginia, Wisconsin, Wyoming ↑
- 10 States Do Not Meet Goal  
District of Columbia, Iowa, Maine, Montana,  
Nebraska, New Hampshire, North Dakota,  
South Dakota, Vermont, Virginia

#### Progress on this Goal Since 2009:

↑ : 26    ↔ : 25    ↓ : 0



State Meets a Small Part of Goal



Bar Raised for this Goal



Progress Since 2009

### ANALYSIS

California does not require that objective evidence of student learning be the preponderant criterion of its teacher evaluations.

California requires local school districts to develop teacher evaluations that meet a list of criteria established by the state. California's policy states that the teacher evaluation instruments used in the districts should include, among other criteria, evidence of student progress toward district-established "standards of expected pupil achievement" and, if applicable, achievement on state-adopted criterion-referenced assessments. Criteria for the evaluation also include observations of instructional technique and maintenance of a suitable learning environment, among others.

Although California explicitly directs districts to include classroom observations as part of the evaluation, the state only recommends the use of student achievement data when applicable, a loophole that undermines the rigor of the evaluation.

#### Supporting Research

California Education Code 44662

### RECOMMENDATION

■ **Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.**

Although California recommends that local districts include actual student outcomes, its broad loophole allowing districts to determine whether these would be "applicable" weakens and undermines the rigor of the evaluation. Rather, the state should require districts to use evidence of student learning as the most significant criterion of teacher evaluations. Further, California should ensure that a teacher could not receive a satisfactory rating if found ineffective in the classroom.

■ **Ensure that evaluations also include classroom observations that specifically focus on and document the effectiveness of instruction.**

Although California commendably requires classroom observations as part of teacher evaluations, the state should articulate guidelines that focus classroom observations on the quality of instruction, as measured by student time on task, student grasp or mastery of the lesson objective and efficient use of class time.

■ **Utilize rating categories that meaningfully differentiate among various levels of teacher performance.**

To ensure that the evaluation instrument accurately differentiates among levels of teacher performance, California should require districts to utilize multiple rating categories, such as highly effective, effective, needs improvement and ineffective. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 69

*Do states consider classroom effectiveness as part of teacher evaluations?*

	REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS THE PREPONDERANT CRITERION	Teacher evaluations are to be significantly informed by student achievement/growth	Teacher evaluations must include objective evidence of student learning	Student achievement data not required
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12

5

7

27

## ★ EXAMPLES OF BEST PRACTICE

NCTQ has not singled out any one state for "best practice" honors. Many states have made significant strides in the area of teacher evaluation by requiring that objective evidence of student learning be the preponderant criterion. Because there are many different approaches that result in student learning being the preponderant criterion, all 10 states that meet this goal are commended for their efforts.

Figure 70

*Using state data in teacher evaluations*

### States with Requirements for Student Achievement Data but Lacking Data System Capacity

Arizona, Colorado, Connecticut, Michigan, Nevada

### States with Data System Capacity but No Student Achievement Requirements

Alabama, Hawaii, Iowa, Kansas, Kentucky, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Dakota, Pennsylvania, South Carolina, Washington, West Virginia, Wisconsin

Figure 69

1. District of Columbia Public Schools requires that student learning be the preponderant criterion of its teacher evaluations.

Figure 71

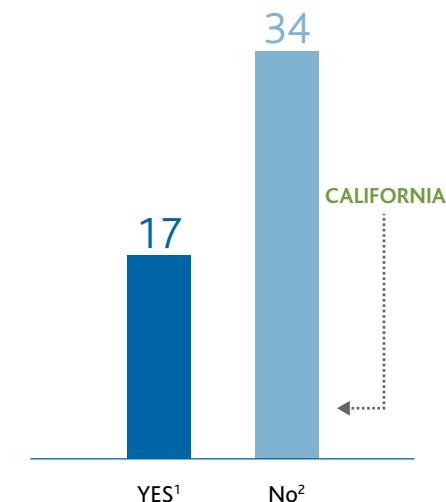
### *Sources of objective evidence of student learning*

Many educators struggle to identify possible sources of objective student data. Here are some examples:

- Standardized test scores
- Periodic diagnostic assessments
- Benchmark assessments that show student growth
- Artifacts of student work connected to specific student learning standards that are randomly selected for review by the principal or senior faculty, scored using rubrics and descriptors
- Examples of typical assignments, assessed for their quality and rigor
- Periodic checks on progress with the curriculum coupled with evidence of student mastery of the curriculum from quizzes, tests and exams

Figure 72

### *Do states require more than two categories for teacher evaluation ratings?*



1. **Strong Practice:** Arkansas, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Maryland, Massachusetts, Michigan, Nevada, New York, Ohio, Oklahoma, Rhode Island, Tennessee, Washington

2. Alabama, Alaska, Arizona, California, Connecticut, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Figure 73

*Do states direct how teachers should be evaluated?*

	Single statewide teacher evaluation system	State-designed teacher evaluation with district opt-in	District-designed system consistent with state framework/criteria	District-designed system with minimal input from state	No state policy
Alabama	█	□	□	□	□
Alaska	□	□	□	█	□
Arizona	□	□	█	□	□
Arkansas	█	□	□	□	□
CALIFORNIA	□	□	█	□	□
Colorado	□	█	□	□	□
Connecticut	□	□	█	□	□
Delaware	█	□	□	□	□
District of Columbia	□	□	□	□	█
Florida	□	□	█ <sup>1</sup>	□	□
Georgia	█	□	□	□	□
Hawaii	█	□	□	□	□
Idaho	□	□	█ <sup>1</sup>	□	□
Illinois	□	█	□	□	□
Indiana	□	█	□	□	□
Iowa	□	□	█	□	□
Kansas	□	□	□	█	□
Kentucky	□	□	█ <sup>1</sup>	□	□
Louisiana	█	□	□	□	□
Maine	□	█	□	□	□
Maryland	□	□	█ <sup>1</sup>	□	□
Massachusetts	□	□	█	□	□
Michigan	□	█ <sup>2</sup>	□	□	□
Minnesota	□	□	█	□	□
Mississippi	█	□	□	□	□
Missouri	□	□	█	□	□
Montana	□	□	□	□	█
Nebraska	□	□	█ <sup>1</sup>	□	□
Nevada	□	□	█	□	□
New Hampshire	□	□	□	█	□
New Jersey	□	□	█	□	□
New Mexico	█	□	□	□	□
New York	□	□	█	□	□
North Carolina	□	□	█	□	□
North Dakota	□	□	□	█	□
Ohio	□	□	█	□	□
Oklahoma	□	█	□	□	□
Oregon	□	□	█	□	□
Pennsylvania	█	□	□	□	□
Rhode Island	□	█ <sup>2</sup>	□	□	□
South Carolina	□	█ <sup>2</sup>	□	□	□
South Dakota	□	□	□	□	█
Tennessee	□	█ <sup>2</sup>	□	□	□
Texas	□	█ <sup>2</sup>	□	□	□
Utah	□	□	█	□	□
Vermont	□	□	□	█	□
Virginia	□	□	█	□	□
Washington	□	□	█	□	□
West Virginia	□	□	█	□	□
Wisconsin	□	□	█	□	□
Wyoming	□	□	█	□	□

9

10

24

5

3

1. State approval required.

2. The state model is presumptive; districts need state approval to opt out.

## Area 3: Identifying Effective Teachers

### Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers receive a formal evaluation rating each year.
2. While all teachers should have multiple observations that contribute to their formal evaluation rating, the state should ensure that new teachers are observed and receive feedback early in the school year.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 74

#### *How States are Faring in Frequency of Evaluations*

- |  |  |
|--|--|
|  0    | <b>Best Practice States</b>  |
|  9    | <b>States Meet Goal</b><br>Alabama↑, Idaho, Nevada, New Jersey, North Dakota, Oklahoma, Rhode Island↑, Tennessee↑, Washington  |
|  13   | <b>States Nearly Meet Goal</b><br>Arizona, Colorado↑, Delaware↑, Florida↑, Georgia, Indiana↑, Minnesota↑, New York, North Carolina↑, Ohio↑, Pennsylvania, Utah↑, Wyoming   |
|  9   | <b>States Partly Meet Goal</b><br>Connecticut, Kansas, Kentucky, Louisiana↑, Maryland, Michigan↑, Nebraska, South Carolina, West Virginia  |
|  2  | <b>States Meet a Small Part of Goal</b><br>Arkansas↓, Missouri   |
|  18 | <b>States Do Not Meet Goal</b><br>Alaska, CALIFORNIA, District of Columbia, Hawaii, Illinois, Iowa, Maine, Massachusetts, Mississippi, Montana, New Hampshire, New Mexico, Oregon, South Dakota, Texas, Vermont, Virginia, Wisconsin |

#### Progress on this Goal Since 2009:

↑ : 13    ↔ : 37    ↓ : 1



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

Regrettably, California does not ensure that all teachers are evaluated annually.

Once teachers attain "permanent status" in California, they must be evaluated at least every other year. Teachers who have been employed by the district for at least 10 years may be evaluated only once every five years if they are highly qualified, and if the evaluator and certificated employee agree.

New teachers in California must be formally evaluated once a year. However, the state's policy does not include any guidelines on when these evaluations should occur.

### Supporting Research

California Code 44664(a)

### RECOMMENDATION

■ **Require annual formal evaluations for all teachers.**

All teachers in California should be evaluated annually, regardless of their employment history.

Rather than treated as mere formalities, these teacher evaluations should serve as important tools for rewarding good teachers, helping average teachers improve and holding weak teachers accountable for poor performance.

■ **Base evaluations on multiple observations.**

To guarantee that annual evaluations are based on an adequate collection of information, California should require multiple observations for all teachers, even those who have nonprobationary status.

■ **Ensure that new teachers are observed and receive feedback early in the school year.**

It is critical that schools and districts closely monitor the performance of new teachers. California should ensure that its new teachers get the support they need and that supervisors know early on which new teachers may be struggling or at risk for unacceptable levels of performance.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 75

*Do states require districts to evaluate all teachers each year?*

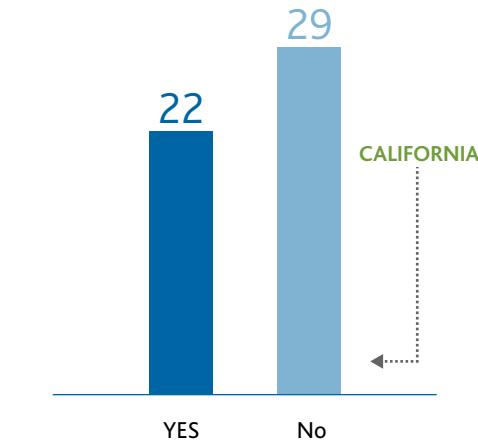


## ★ EXAMPLES OF BEST PRACTICE

Although not awarding "best practice" honors for frequency of evaluations, NCTQ commends all nine states that meet this goal not only by requiring annual evaluations for all teachers, but also for ensuring that new teachers are observed and receive feedback during the first half of the school year.

Figure 76

*Do states require districts to evaluate all teachers each year?*

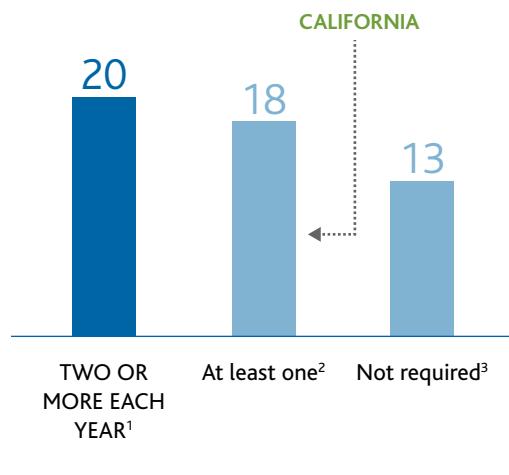


Figures 75 and 76

1. Although highly effective teachers are only required to receive a summative evaluation once every two years, the student improvement component is evaluated annually.
2. All District of Columbia Public Schools teachers are evaluated at least annually.

Figure 77

*Do states require classroom observations?*



1. **Strong Practice:** Alabama, Alaska<sup>4</sup>, Arkansas, Colorado<sup>4</sup>, Delaware, Florida<sup>4</sup>, Georgia, Kentucky<sup>4</sup>, Maryland, Michigan, Missouri<sup>4</sup>, Nevada<sup>4</sup>, New York, North Carolina, Ohio, Oregon<sup>4</sup>, Rhode Island, Tennessee, Washington, West Virginia<sup>4</sup>

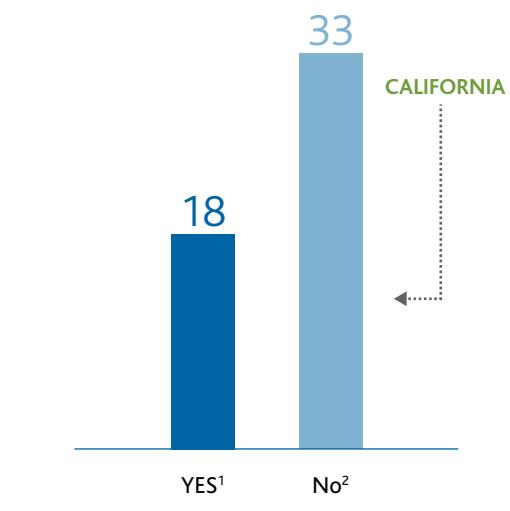
2. Arizona, California, Connecticut, Hawaii, Idaho, Illinois, Indiana, Louisiana, Massachusetts, Mississippi, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, Texas, Utah, Wisconsin

3. District of Columbia, Iowa, Kansas, Maine, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wyoming

4. For new teachers.

Figure 78

*Do states require that new teachers are observed early in the year?*



1. **Strong Practice:** Alabama, Idaho, Indiana, Kansas, Kentucky, Maryland, Minnesota, Nebraska, Nevada, New Jersey, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Washington, West Virginia

2. Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Iowa, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Hampshire, New Mexico, New York, North Carolina, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming

## Area 3: Identifying Effective Teachers

### Goal D – Tenure

The state should require that tenure decisions are based on evidence of teacher effectiveness.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The state should articulate a process, such as a hearing, that local districts must administer in considering the evidence and deciding whether a teacher should receive tenure.
4. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; five years is the ideal minimum.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 79

#### *How States are Faring on Tenure*

- |    |  |
|----|--|
| 1  | Best Practice State<br>Michigan  |
| 2  | States Meet Goal<br>Colorado , Florida   |
| 5  | States Nearly Meet Goal<br>Delaware , Nevada , Oklahoma , Rhode Island , Tennessee   |
| 3  | States Partly Meet Goal<br>Illinois , Indiana , New York   |
| 9  | States Meet a Small Part of Goal<br>Connecticut, Idaho , Kentucky, Massachusetts , Minnesota, Missouri, New Hampshire , North Carolina, Ohio   |
| 31 | States Do Not Meet Goal<br>Alabama, Alaska, Arizona, Arkansas, <b>CALIFORNIA</b> , District of Columbia, Georgia, Hawaii, Iowa, Kansas, Louisiana, Maine , Maryland, Mississippi, Montana, Nebraska, New Jersey, New Mexico, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming |

#### Progress on this Goal Since 2009:

: 15    : 36    : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

### ANALYSIS

California does not connect tenure decisions to evidence of teacher effectiveness.

Teachers in California are awarded tenure automatically after a two-year probationary period, absent an additional process that evaluates cumulative evidence of teacher effectiveness.

#### Supporting Research

California Code 44251(a)

### RECOMMENDATION

■ **End the automatic awarding of tenure.**

The decision to grant tenure should be a deliberate one, based on consideration of a teacher's commitment and actual evidence of classroom effectiveness.

■ **Ensure evidence of effectiveness is the preponderant criterion in tenure decisions.**

California should make evidence of effectiveness, rather than the number of years in the classroom, the most significant factor when determining this leap in professional standing.

■ **Articulate a process that local districts must administer when deciding which teachers get tenure.**

California should require a clear process, such as a hearing, to ensure that the local district reviews a teacher's performance before making a determination regarding tenure.

■ **Require a longer probationary period.**

California should extend its probationary period, ideally to five years. This would allow for an adequate collection of sufficient data that reflect teacher performance.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 80

*How long before a teacher earns tenure?*

	No policy	1 year	2 years	3 years	4 YEARS	5 YEARS	STATE ONLY AWARDS ANNUAL CONTRACTS
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1      1      5      32      4      5      3

1. Teachers may also earn career status with an average rating of at least effective for a four-year period and a rating of at least effective for the last two years.

2. Teachers who receive two years of ineffective evaluations are dismissed.

Figure 81

*How are tenure decisions made?*

	EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION	Some evidence of student learning is considered	Virtually automatically
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 1
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

8      4      39

## ★ EXAMPLES OF BEST PRACTICE

**Michigan** has increased its probationary period to five years and requires that evidence of effectiveness be the primary criterion in awarding tenure.

Figure 82

*How are tenure decisions made?*

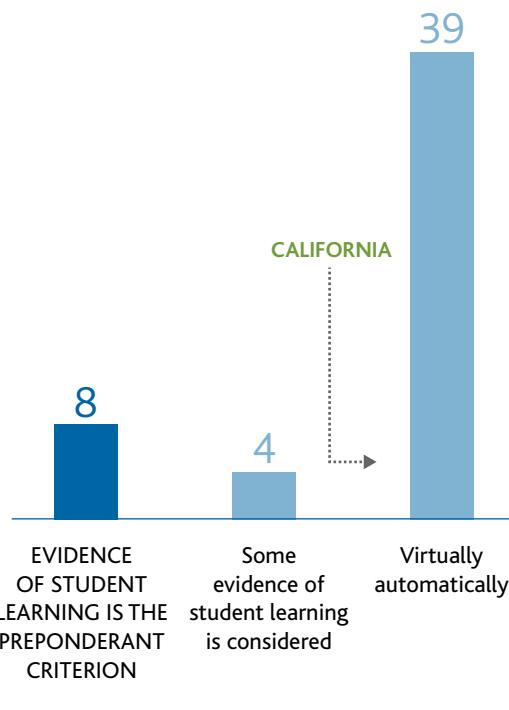


Figure 81

- No state-level policy; however, the contract between DCPS and the teachers' union represents significant advancement in the area of teacher tenure.
- The state has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

## Area 3: Identifying Effective Teachers

### Goal E – Licensure Advancement

The state should base licensure advancement on evidence of teacher effectiveness.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should base advancement from a probationary to a nonprobationary license on evidence of teacher effectiveness.
2. The state should not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require teachers to have an advanced degree as a condition of professional licensure.
4. Evidence of effectiveness should be a factor in the renewal of a professional license.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 83

#### *How States are Faring on Licensure Advancement*

- |    |   |
|----|---|
| 1  | Best Practice State<br>Rhode Island   |
| 1  | State Meets Goal<br>Louisiana   |
| 0  | States Nearly Meet Goal   |
| 3  | States Partly Meet Goal<br>Delaware , Illinois , Maryland   |
| 6  | States Meet a Small Part of Goal<br>Alaska, Arkansas, <b>CALIFORNIA</b> , Georgia, New Mexico, Washington   |
| 40 | States Do Not Meet Goal<br>Alabama, Arizona, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina , North Dakota, Ohio , Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming |

#### Progress on this Goal Since 2009:

: 4    : 45    : 2



State Meets a Small Part of Goal



Bar Raised for this Goal



Progress Since 2009

### ANALYSIS

California's requirements for licensure advancement and renewal are not based on evidence of teacher effectiveness.

California defines two types of certification most commonly used in elementary and secondary schools, respectively. To advance from the Preliminary Multiple Subject Teaching Credential to the Clear Multiple Subject Teaching Credential, a teacher must complete an approved Professional Teacher Induction Program, which includes advanced study of health education, special populations, computer technology and teaching English learners. In addition, a category of program standards addresses "opportunities for participants to demonstrate effective teaching."

The requirements are the same for teachers advancing from a Preliminary Single Subject Teaching Credential to a Clear Single Subject Teaching Credential.

California does not require evidence of effectiveness to be factored into the renewal of a professional license. Licenses must be renewed every five years. Renewal applicants must only answer a series of "professional fitness" questions.

### Supporting Research

<http://www.ctc.ca.gov/credentials/renew-manually.html>

Commission on Teacher Credentialing <http://www.ctc.ca.gov/>

### RECOMMENDATION

**Require evidence of effectiveness as a part of teacher licensing policy.**

California should require evidence of teacher effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.

**Discontinue licensure requirements with no direct connection to classroom effectiveness.**

While California's induction program includes some targeted coursework on special populations and English language learners that may expand teacher knowledge and include opportunities for teachers to demonstrate effective instruction, the state should ensure that its requirements do not merely call for teachers to complete a certain amount of seat time. Such requirements will not advance teacher effectiveness.

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 84

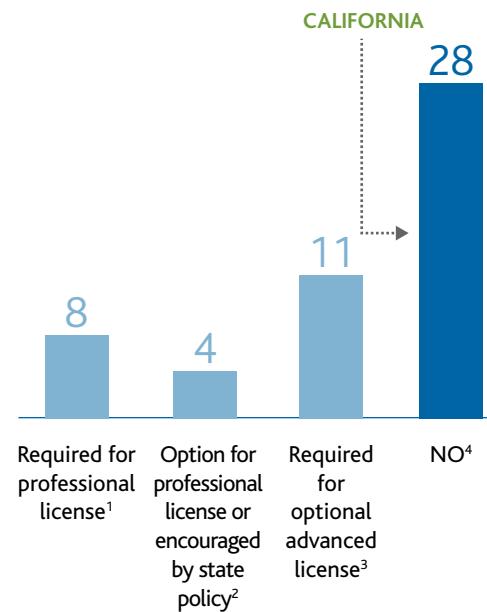
*Do states require teachers to show evidence of effectiveness before conferring professional licensure?*

	OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED	SOME OBJECTIVE EVIDENCE OF EFFECTIVENESS IS CONSIDERED	CONSIDERATION GIVEN TO TEACHER PERFORMANCE BUT PERFORMANCE IS NOT TIED TO CLASSROOM EFFECTIVENESS	PERFORMANCE NOT CONSIDERED
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois <sup>1</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland <sup>2</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	3	3	11	34

## ★ EXAMPLES OF BEST PRACTICE

**Rhode Island** is integrating certification, certification renewal and educator evaluation. Teachers who receive poor evaluations for five consecutive years are not eligible to renew their certification. In addition, teachers who consistently receive 'highly effective' ratings will be eligible for a special license designation.

Figure 85



1. Connecticut, Kentucky, Maryland, Michigan, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree

2. Illinois, Massachusetts, Missouri, Tennessee

3. Alabama, Hawaii, Indiana, Iowa, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia, West Virginia

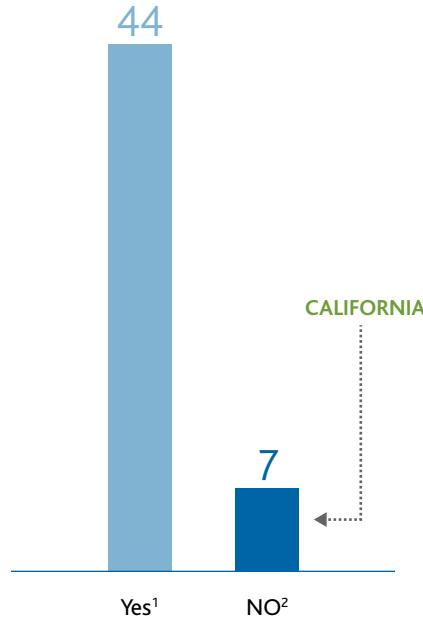
4. **Strong Practice:** Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Kansas, Louisiana, Maine, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Washington, Wisconsin, Wyoming

Figure 84

1. Illinois allows revocation of licenses based on ineffectiveness.
2. Maryland uses some objective evidence through their evaluation system for renewal, but advancement to professional license is still based on earning an advanced degree.

Figure 86

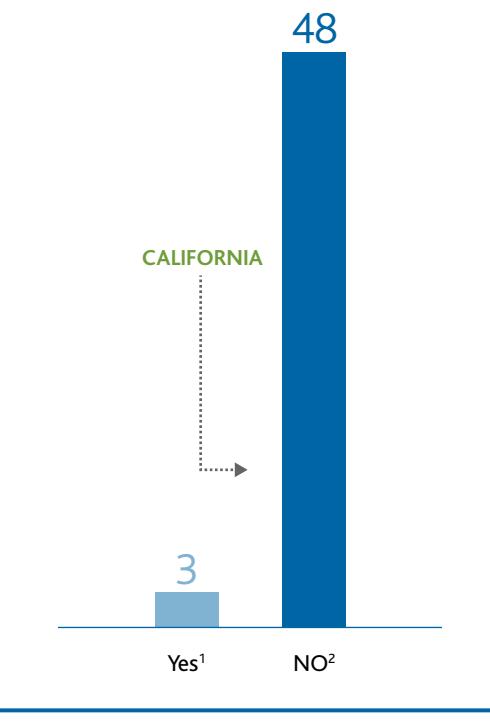
*Do states require teachers to take additional, nonspecific coursework before conferring or renewing professional licenses?*



1. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
2. **Strong Practice:** California, Georgia, Hawaii, Louisiana, New Jersey, New Mexico, Rhode Island

Figure 87

*Do states award lifetime professional licenses?*



1. New Jersey, Pennsylvania, West Virginia

2. **Strong Practice:** Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

## Area 3: Identifying Effective Teachers

### Goal F – Equitable Distribution

The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

The state should make the following data publicly available:

1. An "Academic Quality" index for each school that includes factors research has found to be associated with teacher effectiveness, such as:
  - a. percentage of new teachers;
  - b. percentage of teachers failing basic skills licensure tests at least once;
  - c. percentage of teachers on emergency credentials;
  - d. average selectivity of teachers' undergraduate institutions; and
  - e. teachers' average ACT or SAT scores;
2. The percentage of highly qualified teachers disaggregated by both individual school and by teaching area;
3. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school;
4. The average teacher turnover rate for the previous three years, disaggregated by individual school, by district and by reasons that teachers leave.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 88

#### *How States are Faring on Equitable Distribution*

 0	Best Practice States
 0	States Meet Goal
 0	States Nearly Meet Goal
 6	States Partly Meet Goal Connecticut, New Jersey, New York, North Carolina, Rhode Island, South Carolina
 36	States Meet a Small Part of Goal Alaska, Arkansas, <b>CALIFORNIA</b> , Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho↑, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, Ohio, Oregon, Pennsylvania↑, South Dakota, Tennessee, Texas, Utah↑, Vermont↑, Virginia, Washington, West Virginia, Wisconsin
 9	States Do Not Meet Goal Alabama, Arizona, Illinois, Iowa, Michigan, New Hampshire, North Dakota, Oklahoma, Wyoming

#### Progress on this Goal Since 2009:

↑ : 4    ↔ : 47    ↓ : 0



State Meets a Small Part of Goal



Progress Since 2009

### ANALYSIS

Providing comprehensive reporting may be the state's most important role for ensuring the equitable distribution of teachers among schools. California reports some school-level data that can help support the equitable distribution of teacher talent among schools within districts.

California does not collect or publicly report on most of the data recommended by NCTQ. The state does not provide a school-level teacher index that demonstrates the academic backgrounds of a school's teachers. California does not report teacher absenteeism or turnover rates.

California does report on the percentage of teachers on emergency credentials, the percentage of highly qualified teachers, teacher vacancies and teacher "misassignments." Commendably, these data are reported for each school, rather than aggregated by district. The state is also commended for comparing the percentage of highly qualified teachers at high- versus low-poverty schools for each district. California's Highly Qualified Teacher Plan, published in November 2006, reports on the disparities between the percentages of highly qualified teachers relative to poverty levels and minority populations, but the data has not been updated.

### Supporting Research

California Highly Qualified Teacher Plan

<http://www.ed.gov/programs/teacherqual/hqtplans/ca.doc>

School Accountability Report Card 2009-2010

<http://www.cde.ca.gov/ta/ac/sa/>

### RECOMMENDATION

#### **■ Use a teacher quality index to report publicly about each school.**

California is commended for reporting the percentage of teachers on emergency credentials, the percentage of highly qualified teachers, teacher vacancies and misassignments by school as well as comparing the percentage of highly qualified teachers at high- versus low-poverty schools.

However, the state should utilize a teacher quality index with such data as teachers' average SAT or ACT scores, the percentage of teachers failing basic skills licensure tests at least once, the selectivity of teachers' undergraduate colleges and the percentage of new teachers. This can shine a light on how equitably teachers are distributed both across and within districts. California should ensure that individual school report cards should include such data in a manner that translates these factors into something easily understood by the public, such as a color-coded matrix indicating a school's high or low score.

#### **■ Publish other data that facilitate comparisons across schools.**

California should collect and report other school-level data that reflect the stability of a school's faculty, including the rates of teacher absenteeism and turnover.

**■ Provide comparative data based on school demographics.**

As California does with highly qualified teachers, the state should provide comparative data for schools with similar poverty and minority populations. This would yield a more comprehensive picture of gaps in the equitable distribution of teachers.

**■ Ensure that data are current.**

Although California has ensured that some of its data are up-to-date, the state should update its Highly Qualified Teacher Plan, which the state has not done since 2006.

---

#### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 89

*Do states publicly report school-level data about teachers?*



0      18      10      41      6      5

## ★ EXAMPLES OF BEST PRACTICE

No state has an outstanding record when it comes to public reporting of teacher data that can help to ameliorate inequities in teacher quality. However, **Connecticut, New Jersey, New York, North Carolina, Rhode Island and South Carolina** report more school-level data than other states.

1. Ideally, percentage of new teachers and percentage of teachers on emergency credentials would be incorporated into a teacher quality index.

## Area 4: Retaining Effective Teachers

### Goal A – Induction

The state should require effective induction for all new teachers, with special emphasis on teachers in high-needs schools.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, and their performance as mentors should be evaluated.
3. Induction programs should include only strategies that can be successfully implemented, even in a poorly managed school. Such strategies include intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 90

#### *How States are Faring on Induction*

- |  |   |
|--|---|
|  1    | <b>Best Practice State</b><br>South Carolina  |
|  7    | <b>States Meet Goal</b><br>Alabama, Arkansas, Kentucky, Massachusetts, New Jersey, North Carolina, West Virginia  |
|  17   | <b>States Nearly Meet Goal</b><br><b>CALIFORNIA</b> , Colorado, Connecticut ↑, Delaware, Iowa, Kansas, Maine, Maryland ↑, Michigan, Mississippi, Missouri, Nebraska, New York, Oklahoma, Rhode Island, Utah, Virginia |
|  11 | <b>States Partly Meet Goal</b><br>Alaska, Arizona, Illinois, New Mexico, North Dakota ↑, Ohio, Oregon, Pennsylvania, Tennessee, Washington, Wisconsin   |
|  6  | <b>States Meet a Small Part of Goal</b><br>Florida, Hawaii, Idaho, Minnesota ↑, Montana, Texas  |
|  9  | <b>States Do Not Meet Goal</b><br>District of Columbia, Georgia, Indiana ↓, Louisiana ↓, Nevada, New Hampshire, South Dakota ↓, Vermont, Wyoming  |

#### Progress on this Goal Since 2009:

↑ : 4    ↔ : 44    ↓ : 3



State Nearly Meets Goal



Progress Since 2009

### ANALYSIS

California requires a mentoring program for its new teachers. The California Beginning Teacher Support and Assessment (BTSA) Induction Program is a state-funded program, co-sponsored by the California Department of Education and the Commission on Teacher Credentialing, designed to support the professional development of newly credentialed beginning teachers and to fulfill the requirements for the California Clear Multiple and Single Subject Credentials. BTSA programs are locally designed and implemented in accordance with the Standards for Quality and Effectiveness for Professional Teacher Induction Programs, which outline some important program requirements.

#### Supporting Research

Beginning Teacher Support and Assessment (BTSA)  
<http://www.btsa.ca.gov>

Standards of Quality and Effectiveness  
[http://www.btsa.ca.gov/ba/pubs/html/btsa\\_standards.html](http://www.btsa.ca.gov/ba/pubs/html/btsa_standards.html)

Induction and Program Standards  
<http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>

---

### RECOMMENDATION

#### **■ Expand guidelines to include other key areas.**

While still leaving districts flexibility, California should articulate minimum guidelines for a high-quality induction experience. For example, the state should ensure that mentors are trained in a content area or grade level similar to that of the new teacher and mandate a method of performance evaluation. The state should also offer specifics on release time or reducing teaching responsibilities.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 91

*Do states have policies  
that articulate the  
elements of effective  
induction?*

	MENTORING FOR ALL NEW TEACHERS	MENTORING OF SUFFICIENT FREQUENCY AND DURATION	MENTORING PROVIDED AT THE BEGINNING OF THE SCHOOL YEAR	CAREFUL SELECTION OF MENTORS	MENTORS MUST BE TRAINED	MENTORS/PROGRAM MUST BE EVALUATED	MENTOR IS COMPENSATED	USE OF A VARIETY OF EFFECTIVE INDUCTION STRATEGIES
Alabama	■	■	■	■	■	■	■	■
Alaska	□	□	□	□	□	□	□	□
Arizona	□	□	□	□	□	□	□	□
Arkansas	■	■	■	■	■	□	■	■
<b>CALIFORNIA</b>	■	□	■	■	■	■	□	□
Colorado	■	□	□	■	■	□	■	■
Connecticut	■	■	□	□	■	□	■	■
Delaware	■	□	□	□	■	□	■	■
District of Columbia	□	□	□	□	□	□	□	□
Florida	□	□	□	□	□	□	□	□
Georgia	□	□	□	□	□	□	□	□
Hawaii	□	□	□	□	□	□	□	□
Idaho	□	□	□	□	□	□	□	□
Illinois	□	□	□	□	□	□	□	□
Indiana	□	□	□	□	□	□	□	□
Iowa	■	□	□	■	■	□	■	□
Kansas	■	□	□	■	■	■	■	□
Kentucky	■	■	□	■	■	□	■	■
Louisiana	□	□	□	□	□	□	□	□
Maine	■	■	□	■	■	■	■	■
Maryland	■	■	□	□	■	■	■	■
Massachusetts	■	■	■	■	■	■	■	■
Michigan	■	□	□	□	■	□	□	□
Minnesota	□	□	□	□	□	□	□	□
Mississippi	■	■	□	□	■	□	■	■
Missouri	■	■	□	□	■	□	□	□
Montana	□	□	□	□	□	□	□	□
Nebraska	■	■	□	□	■	■	■	□
Nevada	□	□	□	□	□	□	□	□
New Hampshire	□	□	□	□	□	□	□	□
New Jersey	■	■	■	■	■	■	■	■
New Mexico	■	□	□	□	■	■	□	□
New York	■	■	□	■	□	□	■	■
North Carolina	■	■	■	■	■	■	■	■
North Dakota	□	□	□	□	■	■	■	■
Ohio	■	□	□	□	■	□	□	□
Oklahoma	■	■	■	■	■	□	■	□
Oregon	□	□	□	□	■	□	■	□
Pennsylvania	■	□	□	□	□	□	□	□
Rhode Island	■	■	□	□	■	■	■	■
South Carolina	■	■	■	■	■	■	■	■
South Dakota	□	□	□	□	□	□	□	□
Tennessee	■	■	□	□	□	□	□	□
Texas	□	□	□	□	□	□	□	□
Utah	■	□	□	■	■	□	□	□
Vermont	□	□	□	□	□	□	□	□
Virginia	■	□	□	□	■	□	□	□
Washington	□	□	□	□	□	□	□	■
West Virginia	■	■	■	■	■	□	■	■
Wisconsin	■	□	□	□	■	□	□	□
Wyoming	□	□	□	□	□	□	□	□

30      18      9      17      28      12      21      17

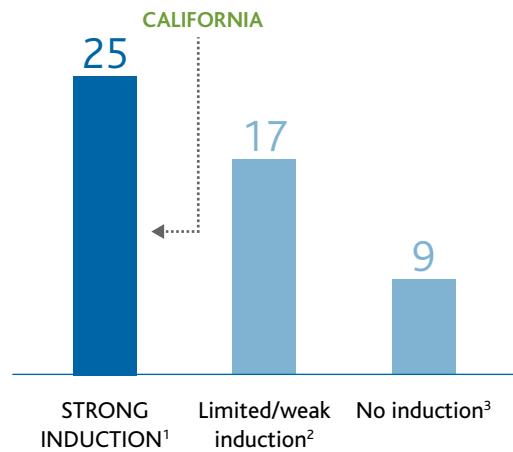


## EXAMPLES OF BEST PRACTICE

**South Carolina** requires that all new teachers, prior to the start of the school year, be assigned mentors for at least one year. Districts carefully select mentors based on experience and similar certifications and grade levels, and mentors undergo additional training. Adequate release time is mandated by the state so that mentors and new teachers may observe each other in the classroom, collaborate on effective teaching techniques and develop professional growth plans. Mentor evaluations are mandatory and stipends are recommended.

Figure 92

*Do states have policies that articulate the elements of effective induction?*



1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, Oklahoma, Rhode Island, South Carolina, Utah, Virginia, West Virginia

2. Alaska, Arizona, Florida, Idaho, Illinois, Minnesota, Montana, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, Wisconsin

3. District of Columbia, Georgia, Hawaii, Indiana, Louisiana, Nevada, New Hampshire, Vermont, Wyoming

## Area 4: Retaining Effective Teachers

### Goal B – Professional Development

The state should require professional development to be based on needs identified through teacher evaluations.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should direct districts to align professional development activities with findings from teachers' evaluations.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 93

#### *How States are Faring on Professional Development*

- |  |   |
|--|---|
|  0    | <b>Best Practice State</b>  |
|  10   | <b>States Meet Goal</b><br>Arkansas, Connecticut, Delaware, Louisiana, Michigan, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming                              |
|  7    | <b>States Nearly Meet Goal</b><br>Florida, Georgia, Illinois, Kentucky, New Mexico, New York, Texas   |
|  10  | <b>States Partly Meet Goal</b><br>Colorado, Hawaii, Indiana, Massachusetts, Minnesota, Mississippi, New Jersey, Tennessee, Washington, West Virginia                          |
|  12 | <b>States Meet a Small Part of Goal</b><br>Alabama, Alaska, Arizona, <b>CALIFORNIA</b> , Idaho, Kansas, Maryland, Nevada, Ohio, Oklahoma, Oregon, Utah                        |
|  12 | <b>States Do Not Meet Goal</b><br>District of Columbia, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, Pennsylvania, South Dakota, Vermont, Virginia, Wisconsin |

#### Progress on this Goal Since 2009:

New Goal



State Meets a Small Part of Goal



Progress Since 2009

### ANALYSIS

California requires that teachers receive copies of their evaluations "not later than 30 days before the last school day scheduled on the school calendar." The state does not specify that professional development activities must be aligned with findings from teacher evaluations.

#### Supporting Research

California Code 44663

### RECOMMENDATION

■ **Require that evaluation systems provide teachers with feedback about their performance.**

Although California requires teachers to receive copies of their evaluations, this only ensures that teachers will receive their ratings, not necessarily feedback on their performance. California should specify that teachers should receive specific feedback on identified strengths and areas that need improvement.

■ **Ensure that professional development is aligned with findings from teachers' evaluations.**

Professional development that is not informed by evaluation results may be of little value to teachers' professional growth and aim of increasing their effectiveness in the classroom. California should ensure that districts utilize teacher evaluation results in determining professional development needs and activities.

### CALIFORNIA RESPONSE TO ANALYSIS

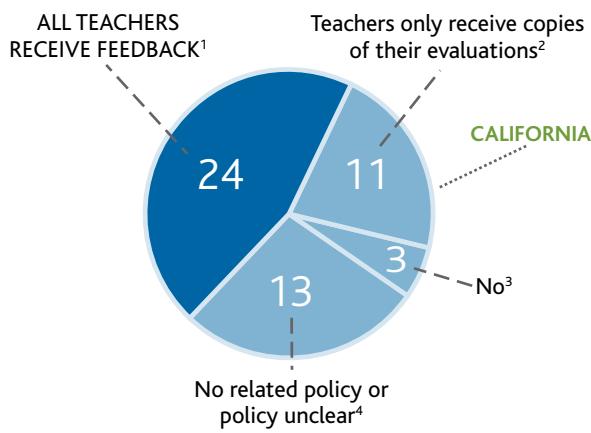
California recognized the accuracy of this analysis.

## ★ EXAMPLES OF BEST PRACTICE

Ten states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, **Louisiana** is commended for clearly articulating that the feedback provided to a teacher in a post-observation conference must include a discussion of a teacher's strengths and weaknesses.

Figure 94

*Do teachers receive feedback on their evaluations?*



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Washington, West Virginia, Wyoming

2. Alaska, Arizona, California, Colorado, Florida, Indiana, Kansas, Maryland, Nevada, Ohio, Oklahoma

3. Minnesota, Pennsylvania, Utah

4. Alabama, District of Columbia, Idaho, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wisconsin

Figure 95

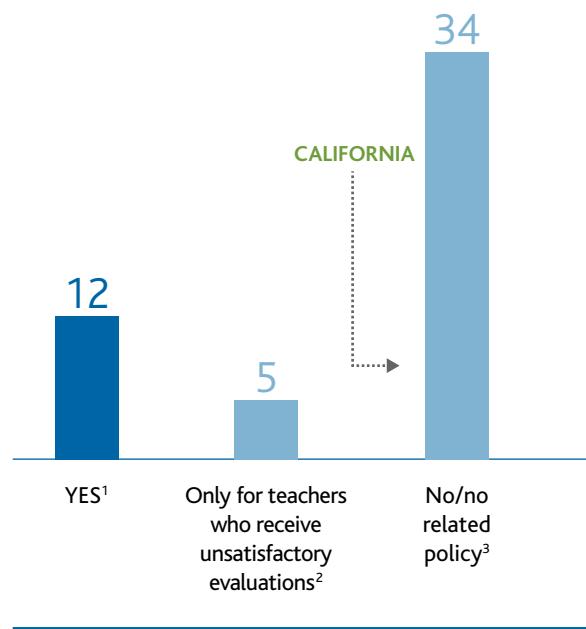
*Do states ensure that evaluations are used to help teachers improve?*

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT
Alabama	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>CALIFORNIA</b>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

24      12

Figure 96

*Do states require that teacher evaluations inform professional development?*



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Florida, Louisiana, Michigan, Minnesota, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming

2. Colorado, Georgia, Illinois, Indiana, Texas

3. Alabama, Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Mississippi<sup>4</sup>, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

4. Mississippi requires professional development based on evaluation results only for teachers in need of improvement in school identified as at-risk.

## Area 4: Retaining Effective Teachers

### Goal C – Pay Scales

The state should give local districts authority over pay scales.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. While the state may find it appropriate to articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that defines steps and lanes and sets minimum pay at each level.
2. The state should discourage districts from tying additional compensation to advanced degrees. The state should eliminate salary schedules that establish higher minimum salaries or other requirements to pay more to teachers with advanced degrees.
3. The state should discourage salary schedules that imply that teachers with the most experience are the most effective. The state should eliminate salary schedules that require that the highest steps on the pay scale be determined solely by seniority.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 97

#### *How States are Faring in Pay Scales*

- |  |   |
|--|---|
|  2    | <b>Best Practice States</b><br>Florida ↑, Indiana ↑   |
|  1    | <b>State Meets Goal</b><br>Idaho ↑  |
|  1    | <b>State Nearly Meets Goal</b><br>Minnesota   |
|  29   | <b>States Partly Meet Goal</b><br>Alaska, Arizona, <b>CALIFORNIA</b> , Colorado, Connecticut, District of Columbia, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Virginia, Wisconsin, Wyoming |
|  3  | <b>States Meet a Small Part of Goal</b><br>Illinois, Rhode Island, Texas  |
|  15 | <b>States Do Not Meet Goal</b><br>Alabama, Arkansas, Delaware, Georgia, Hawaii, Kentucky, Louisiana, Mississippi, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Washington, West Virginia  |

#### Progress on this Goal Since 2009:

↑ : 3    ↔ : 48    ↓ : 0



State Partly Meets Goal



Progress Since 2009

### ANALYSIS

California gives local districts the authority to set pay scales, eliminating barriers such as state salary schedules and other regulations that control how districts pay teachers. The state mandates a minimum salary but allows districts to determine the remainder of the schedule.

#### Supporting Research

California Education Code 45023.1

### RECOMMENDATION

#### ■ Discourage districts from tying compensation to advanced degrees.

While still leaving districts the flexibility to establish their own pay scale, California should articulate policies that definitively discourage districts from tying compensation to advanced degrees, in light of the extensive research showing that such degrees do not have an impact on teacher effectiveness.

#### ■ Discourage salary schedules that imply that teachers with the most experience are the most effective.

Similarly, California should articulate policies that discourage districts from determining the highest steps on the pay scale solely by seniority.

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis. California noted that it is a local control state where most salary decisions are developed through the collective bargaining process. Currently, California does have a minimal beginning teacher salary base, but step and column decisions are locally developed, and the California Department of Education has no authority to alter them or require salary reform.

### LAST WORD

While it is certainly desirable for local districts to have authority for teacher compensation, the state has a responsibility to prevent districts from exercising that authority in patently counterproductive ways, such as connecting compensation to earning advanced degrees. The effect of a master's degree on teacher effectiveness has been exhaustively studied, not just in one study but in dozens. These studies have all concluded that a master's degree does not add value. Paying teachers higher salaries for advanced degrees commits resources that could be spent on more meaningful ways to reward teachers and improve student achievement. Advanced degrees are a mainstay in local salary schedules, and it behooves states to actively discourage this practice.



## EXAMPLES OF BEST PRACTICE

**Florida** and **Indiana** allow local districts to develop their own salary schedules while preventing districts from focusing on elements not associated with teacher effectiveness. In Florida, local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest annual salary adjustment available. Indiana requires local salary scales to be based on a combination of factors and limits the years of teacher experience and content-area degrees to account for no more than one-third of this calculation.

Figure 98

*What role does the state play in deciding teacher pay rates?*

	Sets minimum salary schedule	Sets minimum salary	DISTRICTS SET SALARY
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■
Arkansas	■	□	□
CALIFORNIA	□	■	□
Colorado <sup>1</sup>	□	□	■
Connecticut	□	□	■
Delaware	■	□	□
District of Columbia	□	□	■
Florida	□	□	■
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	□	■	□
Indiana	□	□	■
Iowa	□	■	□
Kansas	□	□	■
Kentucky	■	□	□
Louisiana	■	□	□
Maine	□	■	□
Maryland	□	□	■
Massachusetts	□	■	□
Michigan	□	□	■
Minnesota	□	□	■
Mississippi	■	□	□
Missouri	□	■	□
Montana	□	□	■
Nebraska	□	□	■
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	□	■	□
New Mexico	□	■	□
New York	□	□	■
North Carolina	■	□	□
North Dakota	□	□	■
Ohio	■	□	□
Oklahoma	■	□	□
Oregon	□	□	■
Pennsylvania	□	□	■
Rhode Island <sup>2</sup>	□	□	■
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	□	■
Vermont	□	□	■
Virginia	□	□	■
Washington	■	□	□
West Virginia	■	□	□
Wisconsin	□	□	■
Wyoming	□	□	■

16

8

27

1. Colorado gives districts the option of a salary schedule, a performance pay policy or a combination of both.

2. Rhode Island requires that local district salary schedules are based on years of service, experience and training.

Figure 99

*Do states discourage  
districts from basing  
teacher pay on advanced  
degrees?*

	REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES	Leaves pay to district discretion	Requires compensation for advanced degrees
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**3****32****16**

1. Rhode Island requires local district salary schedules to include teacher "training".

2. Texas has a minimum salary schedule based on years of experience. Compensation for advanced degrees is left to district discretion.

## Area 4: Retaining Effective Teachers

### Goal D – Compensation for Prior Work Experience

The state should encourage districts to provide compensation for related prior subject-area work experience.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 100

#### *How States are Faring in Compensation for Prior Work Experience*

 1	Best Practice State North Carolina
 1	State Meets Goal <b>CALIFORNIA</b>
 0	States Nearly Meet Goal
 4	States Partly Meet Goal Delaware, Georgia, Texas, Washington
 0	States Meet a Small Part of Goal
 45	States Do Not Meet Goal Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

#### Progress on this Goal Since 2009:

↑ : 0    ↔ : 51    ↓ : 0



State Meets Goal



Progress Since 2009

### ANALYSIS

In California, local districts are encouraged to compensate teachers for related prior work experience, namely by recognizing "relevant professional experience on the salary schedule in lieu of units and degrees or in lieu of teaching experience."

#### Supporting Research

California Education Code 45028(e)

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis. California noted that it is a local control state, where most salary decisions are developed through the collective bargaining process.

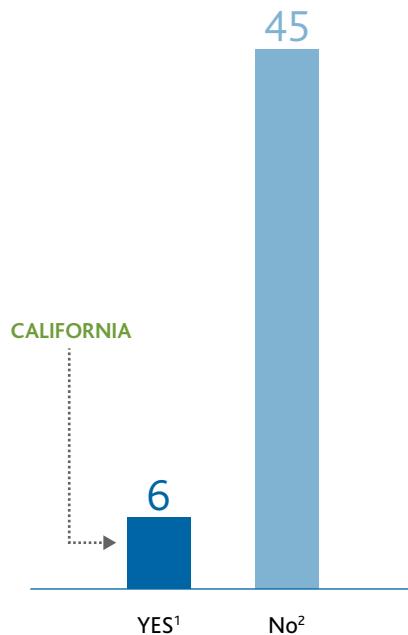


## EXAMPLES OF BEST PRACTICE

**North Carolina** compensates new teachers with relevant prior-work experience by awarding them one year of experience credit for every year of full-time work after earning a bachelor's degree that is related to their area of licensure and work assignment. One year of credit is awarded for every two years of work experience completed prior to earning a bachelor's degree.

Figure 101

*Do states direct districts to compensate teachers for related prior work experience?*



1. **Strong Practice:** California, Delaware, Georgia, North Carolina, Texas, Washington

2. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

## Area 4: Retaining Effective Teachers

### Goal E – Differential Pay

The state should support differential pay for effective teaching in shortage and high-need areas.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 102

#### *How States are Faring on Differential Pay*

- |  |   |
|--|---|
|  1    | <b>Best Practice State</b><br>Georgia   |
|  12   | <b>States Meet Goal</b><br>Arkansas, <b>CALIFORNIA</b> , Florida, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas  |
|  3    | <b>States Nearly Meet Goal</b><br>Maryland, Virginia, Washington  |
|  8    | <b>States Partly Meet Goal</b><br>Colorado, Hawaii $\downarrow$ , Idaho $\uparrow$ , North Carolina, Pennsylvania $\downarrow$ , Utah, Wisconsin, Wyoming $\downarrow$  |
|  10 | <b>States Meet a Small Part of Goal</b><br>Connecticut, Illinois, Mississippi, Montana, Nebraska, Oregon, Rhode Island $\uparrow$ , South Carolina, South Dakota, Vermont   |
|  17 | <b>States Do Not Meet Goal</b><br>Alabama, Alaska, Arizona, Delaware, District of Columbia, Indiana, Iowa $\downarrow$ , Kansas, Maine, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New Mexico, North Dakota, West Virginia |

#### Progress on this Goal Since 2009:

$\uparrow : 2$     $\leftrightarrow : 45$     $\downarrow : 4$



State Meets Goal



Progress Since 2009

### ANALYSIS

California supports differential pay by which a teacher can earn additional compensation by teaching certain subjects. The state encourages public school employers to "provide incentives to teachers for accepting teaching assignments in areas of highest need." However, California does not state specifically which subjects one must teach to qualify or the amount of stipend or salary incentive.

California also offers a \$20,000 incentive award to teachers who earn certification from the National Board for Professional Teaching Standards (NBPTS) and agree to teach at least 50 percent of the time in a high-needs school (Academic Index of 5 or lower) for four consecutive years. The incentive is paid in \$5,000 installments over the four years.

### Supporting Research

California Education Code 44395; 45028(e)

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### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the accuracy of this analysis. California noted that due to funding issues, no new applicants are being granted incentive funding. If/when state budget allowances change, this program will resume accepting new applicants.

Figure 103

*Do states provide incentives to teach in high-need schools or shortage subject areas?*

	HIGH NEED SCHOOLS		SHORTAGE SUBJECT AREAS		
	DIFFERENTIAL PAY	Loan Forgiveness	DIFFERENTIAL PAY	Loan Forgiveness	No support
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut <sup>1</sup>	<input type="checkbox"/>				
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland <sup>2</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota <sup>3</sup>	<input type="checkbox"/>				
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7

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11

17

1. Connecticut offers mortgage assistance and incentives to retired teachers working in shortage subject areas.

2. Maryland offers tuition reimbursement for teacher retraining in specified shortage subject areas and offers a stipend for alternate route candidates teaching in shortage subject areas.

3. South Dakota offers signing bonuses and scholarships to fill shortages in high-need schools.

4. Shortage subject area differential pay is limited to the Middle School Teacher Corps program.

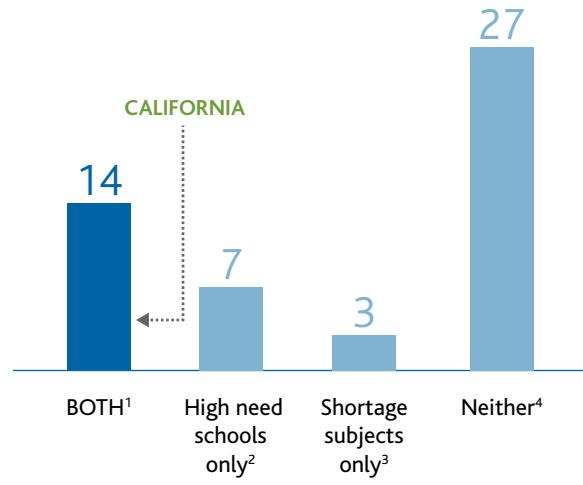


## EXAMPLES OF BEST PRACTICE

**Georgia** supports differential pay by which teachers can earn additional compensation by teaching certain subjects. The state is especially commended for its new compensation strategy for math and science teachers, which moves teachers along the salary schedule rather than just providing a bonus or stipend. The state also supports differential pay initiatives to link compensation more closely with district needs and to achieve a more equitable distribution of teachers. Georgia's efforts to provide incentives for National Board Certification teachers to work in high-need schools are also noteworthy.

Figure 104

*Do states support differential pay for teaching in high need schools and shortage subjects?*



1. **Strong Practice:** Arkansas, California, Florida, Georgia, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas, Virginia

2. Colorado, Hawaii, Maryland, North Carolina, Washington, Wisconsin, Wyoming

3. Idaho, Pennsylvania, Utah

4. Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia

## Area 4: Retaining Effective Teachers

### Goal F – Performance Pay

The state should support performance pay but in a manner that recognizes its appropriate uses and limitations.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support performance pay efforts, rewarding teachers for their effectiveness in the classroom.
2. The state should allow districts flexibility to define the criteria for performance pay provided that such criteria connect to evidence of student achievement.
3. Any performance pay plan should allow for the participation of all teachers, not just those in tested subjects and grades.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 105

#### *How States are Faring on Performance Pay*

-  **2** Best Practice States  
Florida↑, Indiana↑
-  **14** States Meet Goal  
Arizona, Arkansas, Georgia↑, Idaho↑, Massachusetts↑, Michigan↑, Minnesota, Oklahoma↑, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia↑
-  **1** State Nearly Meets Goal  
**CALIFORNIA**
-  **6** States Partly Meet Goal  
Kentucky, Louisiana, Mississippi, Missouri, Nevada↑, Oregon↑
-  **1** State Meets a Small Part of Goal  
Nebraska↑
-  **27** States Do Not Meet Goal  
Alabama, Alaska↓, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Illinois, Iowa↓, Kansas, Maine, Maryland, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio↓, Pennsylvania, Rhode Island, Vermont, Washington, West Virginia, Wisconsin, Wyoming

#### Progress on this Goal Since 2009:

↑ : 11    ↔ : 37    ↓ : 3

## Area 4: Goal F California Analysis



State Nearly Meets Goal



Progress Since 2009

### ANALYSIS

California supports a performance pay initiative. The state's Certified Staff Performance Incentive Act awards one-time financial incentives to teachers in underachieving schools who contribute to the significant improvement of academic performance beyond the "minimum percentage growth target." California requires that the State Board of Education establish criteria for determining the eligibility for schools to receive awards. The maximum amount of the award is \$25,000. To qualify for this program, a school's aggregate score for student performance must fall below the 50th percentile on the state's performance index.

#### Supporting Research

California Education Code 44650; 44651; 45028(e)

### RECOMMENDATION

■ **Allow districts to define criteria for performance pay plans.**

California should give local districts the flexibility to define specific criteria by which performance is rewarded.

■ **Consider expanding beyond one-time awards.**

California should consider offering teachers ongoing opportunities to receive financial compensation for effective teaching.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

## EXAMPLES OF BEST PRACTICE

An increasing number of states are supporting performance pay initiatives. **Florida** and **Indiana** are particularly noteworthy for their efforts to build performance into the salary schedule. Rather than award bonuses, teachers' salaries will be based in part on their performance in the classroom.

Figure 106

### *Do states support performance pay?*

	PERFORMANCE FACTORED INTO SALARY FOR ALL TEACHERS	PERFORMANCE BONUSES AVAILABLE TO ALL TEACHERS	Performance pay permitted/ encouraged by the state	State-sponsored performance pay initiatives offered in select districts	Does not support performance pay
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Arizona	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<b>CALIFORNIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Florida		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Idaho	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indiana		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Michigan		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nebraska <sup>1</sup>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
South Carolina	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1. Nebraska's initiative does not go into effect until 2016.

## Area 4: Retaining Effective Teachers

### Goal G – Pension Flexibility

The state should ensure that pension systems are portable, flexible and fair to all teachers.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Participants in the state's pension system should have the option of a fully portable pension system as their primary pension plan by means of a defined contribution plan or a defined benefit plan that is formatted similar to a cash balance plan.
2. Participants in the state's pension system should be vested no later than the third year of employment.
3. Defined benefit plans should offer teachers the option of a lump-sum rollover to a personal retirement account upon termination of employment that includes, at minimum, the teacher's contributions and accrued interest at a fair interest rate. In addition, withdrawal options from either defined benefit or defined contribution plans should include funds contributed by the employer.
4. Defined benefit plans should allow teachers to purchase time for unlimited previous teaching experience at the time of employment. Teachers should also be allowed to purchase time for all official leaves of absence, such as maternity or paternity leave.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 107

#### *How States are Faring on Pension Flexibility*

- |  |  |
|--|--|
|  2    | <b>Best Practice States</b><br>Alaska, South Dakota  |
|  0    | <b>States Meet Goal</b>  |
|  2    | <b>States Nearly Meet Goal</b><br>Ohio, South Carolina   |
|  15   | <b>States Partly Meet Goal</b><br><b>CALIFORNIA</b> ↓, Colorado, Florida↓, Iowa, Kansas, Louisiana, Maine, Minnesota, Nebraska, North Dakota, Oregon, Utah↑, Virginia, Washington, Wyoming   |
|  31 | <b>States Meet a Small Part of Goal</b><br>Alabama, Arizona↓, Arkansas, Connecticut, Delaware, District of Columbia, Georgia, Hawaii↓, Idaho, Illinois↓, Indiana, Kentucky, Maryland↓, Massachusetts, Michigan↑, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina↓, Oklahoma, Pennsylvania↓, Rhode Island, Tennessee, Texas, Vermont, West Virginia, Wisconsin↓ |
|  1  | <b>State Does Not Meet Goal</b><br>New York↓   |

#### Progress on this Goal Since 2009:

↑ : 2    ↔ : 39    ↓ : 10



State Partly Meets Goal



Progress Since 2009

### ANALYSIS

California only offers a defined benefit pension plan (with a small cash balance component) to its teachers as their mandatory pension plan. This plan is not fully portable, does not vest until year five and does not provide any employer contribution for teachers who choose to withdraw their account balances when leaving the system. However, California is commended for increasing flexibility by allowing the purchase of service and for offering a fully portable supplemental savings plan.

California's plan is technically a hybrid plan composed of a defined benefit component (DB) and a cash balance component, known as the Defined Benefit Supplement Program (DBS), which started in 2001. However, the state terminated the vast majority of funding to DBS as of January 1, 2011. From 2001 to 2010, California teachers' mandatory contribution rate of 8 percent was divided with 6 percent going to the DB plan and 2 percent going to DBS. Eight percent of any extra compensation (e.g. summer school, coaching) was also contributed to DBS. However, as of January 1, 2011, the full 8 percent of regular compensation will only fund the DB plan. Extra compensation contributions are the only funds that will continue to go to DBS.

Vesting in a defined benefit plan guarantees a teacher's eligibility to receive lifetime monthly benefit payments at retirement age. Nonvested teachers do not have a right to later retirement benefits; they may only withdraw the portion of their funds allowed by the plan. California's vesting at five years of service limits the options of teachers who leave the system prior to this point.

Teachers who withdraw their funds when they stop teaching in California only receive their own contributions plus interest. This means that teachers who withdraw their funds accrue no benefits beyond what they might have earned had they simply put their contributions in basic savings accounts. Therefore, teachers leaving the pension system would have saved only 8 percent of their salary plus interest (see Goal 4-H), which is significantly below the level conventionally recommended by retirement advisers for individuals not also contributing to Social Security.

While California's relatively low mandatory contribution rate allows for flexibility in teachers' retirement savings, it also means that California needs to educate teachers on what happens if they leave the system and encourage savings in other portable supplemental plans. Further, teachers who remain in the field of education but enter another pension plan (such as in another state) will find it difficult to purchase the time equivalent to their prior employment in the new system because they are not entitled to any employer contribution.

California increases the flexibility of its defined benefit plan with a generous policy to purchase years of service. The ability to purchase time is important because defined benefit plans' retirement eligibility and benefit payments are often tied to the number of years a teacher has worked. California's plan allows teachers to purchase time for all previous teaching experience. The state's plan also allows teachers to purchase time for approved leaves of absence, including maternity and paternity leave for up to two years per leave, and for leave covered by the Family and Medical Leave Act, up to 12 weeks per leave.

California is commended for offering optional supplementary defined contribution plans, known as Pension2. Teachers may enroll in 403(b), 457 and Roth 403(b) plans. The state maintains an informational website to provide teachers with the choices that are available to them and allows them to compare products prior to participating in a particular plan. However, there is no employer contribution to these accounts.

### Supporting Research

The California State Teachers' Retirement System, 2011 Member Handbook

[http://www.calstrs.com/help/forms\\_publications/printed/MemberHandbook/index.aspx](http://www.calstrs.com/help/forms_publications/printed/MemberHandbook/index.aspx)

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## RECOMMENDATION

### ■ Offer teachers a pension plan that is fully portable, flexible and fair.

California should offer teachers for their mandatory pension plan the option of either a defined contribution plan or a fully portable defined benefit plan, such as a cash balance plan. A well-structured defined benefit plan could be a suitable option among multiple plans. However, as the sole option, defined benefit plans severely disadvantage mobile teachers and those who enter the profession later in life. Because teachers in California do not participate in Social Security, they have no fully portable retirement benefits that would move with them in the event they leave the system. Its DBS component is similar to a defined contribution plan and could be fully portable if the state reinstated meaningful funding to these accounts.

### ■ Increase the portability of its defined benefit plan.

If California maintains its defined benefit plan, it should reinstate funding the cash balance component and allow teachers that leave the system to withdraw employer matching contributions. The state should lower the vesting requirement to year three. A lack of portability is a disincentive to an increasingly mobile teaching force.

### ■ Offer an employer contribution to the supplemental retirement savings plan.

While California at least offers teachers the option of a supplemental defined contribution savings plan, this option would be more meaningful if the state required employers also to contribute.

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## CALIFORNIA RESPONSE TO ANALYSIS

California asserted that the CalSTRS defined benefit plan is portable and flexible. A CalSTRS member can move to any public school district or county office of education within California and continue to accrue benefits in the same system. As commended in this analysis, the state reiterated that CalSTRS allows members to purchase time and encourages participation in Pension2. Furthermore, CalSTRS educates members about the gap between their current monthly income and the income they can expect to receive from CalSTRS. CalSTRS teaches members various ways to fill this gap, which include purchasing service credit, investing in supplemental savings plans and working longer to reach benefit enhancements provided by CalSTRS.

The state also discussed its Cash Balance Program (CB Program) for part-time educators who are not members of the Defined Benefit program. The CB Program provides immediate vesting and a benefit based on the employee's contributions, employer contributions and the compounded interest on the participant's accumulated funds. A retiring participant may choose a lifetime annuity, a period-certain annuity or a lump-sum distribution.

Regarding the option of a lump-sum withdrawal, California reiterated that members may withdraw their contributions and interest, and the state maintained that vested members should not be encouraged to refund upon termination of employment since their contributions and interest are pooled and professionally invested by CalSTRS. Furthermore, by keeping their contributions and interest with CalSTRS, members are entitled to a lifetime monthly benefit upon retirement that cannot be outlived. The state contended that if CalSTRS also refunded the employer contributions, it would increase the cost of the retirement program and reward members who quit the profession at the expense of those who do not.

The state further noted that in contrast to a defined benefit plan, a defined contribution plan provides a benefit that is based only on the member's and employer's contributions and interest, must be managed by the member, and can easily leave the member with no retirement income later in life if the balance in her or his defined contribution account is insufficient. Defined contribution plans are not as reliable as a source of retirement income as defined benefit plans, were not designed to serve as a primary retirement benefit and are particularly inappropriate for our members, who do not participate in Social Security.

#### LAST WORD

Although California's pension plan certainly has some commendable aspects, NCTQ maintains that the plan is not fully portable or flexible. Being able to continue membership within the state of California is valuable, but despite the size of the state, it still does not aid educators who move out of the state.

The Cash Balance Program is laudable but, unfortunately, is only offered to part-time educators, and thus is not included in this analysis. The state should consider offering this program to all educators.

NCTQ contends that teachers should have the choice to withdraw employer contributions, regardless of vesting status, when terminating employment. Teachers can be educated about the potential benefits and disadvantages, but the decision should be left to the individual. Teachers may need the employer contribution to aid in purchasing time in another state's system or may be able to invest in other professionally managed accounts. While vested members cannot outlive monthly benefits, the monthly benefit to members who leave the system at a relatively young age may be of little value by the time they receive the benefit. However, California does currently have policies in place that guarantee future benefits that equal a minimum of 85 percent of initial purchasing power which decreases the losses due to inflation.

Defined contribution plans may not be as reliable as defined benefit plans, but they are more flexible, portable and fair to all members, and, therefore, teachers should at least have the option of such a plan.

Teachers not covered by Social Security do have to be particularly thoughtful regarding their retirement savings plan; that does not mean they cannot benefit from a fully portable and flexible savings plan. In fact, teachers not covered by Social Security are in even more need of a portable plan because if they move out of state or to a different profession at an early stage in their career, they are left with little savings for retirement.

Defined contribution plans can be structured to have many of the benefits of defined benefit plans, but they would also have the added benefits of portability and flexibility to attract new individuals to the profession and to treat all teachers fairly for each year of service, not to mention less stress to states' financial health (see Goal 4-H). Plans can be structured as cash balance plans that allow the employer to maintain the investment risk and to include benefits such as disability and survivor coverage. Increased participation in defined contribution plans may also result in lower fees more commensurate with defined benefit plans. Teachers' individual accounts can be invested in statewide, professionally managed funds to align their earnings and losses with other statewide plans, such as a defined benefit plan. Teachers must receive proper education on topics such as longevity risk, tax implications and annuity options. The state may also consider enrolling its teachers in Social Security to give them full portability.

Defined benefit plans do provide greater retirement security to long-time teachers but at a great cost both budgetary and in compensating and retaining teachers earlier in their careers. Finally, defined benefit plans' security places a great financial burden on the state and taxpayers, and their reliability is diminished if municipalities and states cannot afford to pay promised benefits.

Figure 108  
*Pension Glossary*

**Accrued Liability:** The value of a pension plan's promised benefits calculated by an actuary (actuarial valuation), taking into account a set of investment and benefit assumptions to a certain date.

**Actuarial Valuation:** In a pension plan, this is the total amount needed to meet promised benefits. A set of mathematical procedures is used to calculate the value of benefits to be paid, the funds available and the annual contribution required.

**Amortization Period:** The gradual elimination of a liability, such as a mortgage, in regular payments over a specified period of time.

**Benefit Formula:** Formula used to calculate the amount teachers will receive each month after retirement. The most common formula used is (years of service x final average salary x benefit multiplier). This amount is divided by 12 to calculate monthly benefits.

**Benefit Multiplier:** Multiplier used in the benefit formula. It, along with years of service, determines the total percentage of final average salary that a teacher will receive in retirement benefits. In some plans, the multiplier is not constant, but changes depending upon retirement age and/or years of service.

**Defined Benefit Plan:** Pension plan that promises to pay a specified amount to each person who retires after a set number of years of service. Employees contribute to them in some cases; in others, all contributions are made by the employer.

**Defined Contribution Plan:** Pension plan in which the level of contributions is fixed at a certain level, while benefits vary depending on the return from investments. Employees make contributions into a tax-deferred account, and employers may or may not make contributions. Defined contribution pension plans, unlike defined benefit pension plans, give the employee options of where to invest the account, usually among stock, bond and money market accounts.

**Lump-sum Withdrawal:** Large payment of money received at one time instead of in periodic payments. Teachers leaving a pension plan may receive a lump-sum distribution of the value of their pension.

**Normal Cost:** The amount necessary to fund retirement benefits for one plan year for an individual or a whole pension plan.

**Pension Wealth:** The net present value of a teacher's expected lifetime retirement benefits.

**Purchasing Time:** A teacher may make additional contributions to a pension system to increase service credit. Time may be purchased for a number of reasons, such as professional development leave, previous out-of-state teaching experience, medical leaves of absence or military service.

**Service Credit/Years of Service:** Accumulated period of time in years or partial years for which a teacher earned compensation subject to contributions.

**Supplemental Retirement Plan:** An optional plan to which teachers may voluntarily make tax-deferred contributions in addition to their mandatory pension plans. Employees are usually able to choose their rate of contribution up to a maximum set by the IRS; some employers also make contributions. These plans are generally in the form of 457 or 403(b) programs.

**Vesting:** Right an employee gradually acquires by length of service to receive employer-contributed benefits, such as payments from a pension fund.

**Sources:** Barron's Dictionary of Finance and Investment Terms, Seventh Edition; California State Teachers' Retirement System <http://www.calstrs.com/Members/Defined%20Benefit%20Program/glossary.aspx>; Economic Research Institute, <http://www.eridlc.com/resources/index.cfm?fuseaction=resource.glossary>

Figure 109

*What type of pension systems do states offer teachers?*

	Defined benefit plan only	Defined benefit plan with defined contribution supplemental plan	Hybrid plan <sup>1</sup>	CHOICE OF DEFINED BENEFIT OR DEFINED CONTRIBUTION PLAN	DEFINED CONTRIBUTION PLAN ONLY
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA <sup>2</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio <sup>4</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina <sup>6</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah <sup>7</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington <sup>8</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25

17

4

4

1



## EXAMPLES OF BEST PRACTICE

**Alaska** provides a fair and flexible defined contribution pension plan for all teachers. This plan is also highly portable, as teachers are entitled to 100 percent of employer contributions after five years of service. **South Dakota's** defined benefit plan has some creative provisions, which makes it more like a defined contribution plan. Most notably, teachers are able to withdraw 85 percent of their employer contributions after three years of service. In addition, **Florida, Ohio, South Carolina** and **Utah** are noteworthy for offering teachers a choice between a defined benefit or hybrid plan and a defined contribution plan.

1. A hybrid plan has components of both a defined benefit plan and a defined contribution plan.

2. California offers a small cash balance component but ended most of the funding to this portion as of January 1, 2011.

3. Indiana also offers a supplemental defined contribution plan.

4. Ohio also offers the option of a hybrid plan and offers a supplemental defined contribution plan.

5. Oregon also offers a supplemental defined contribution plan.

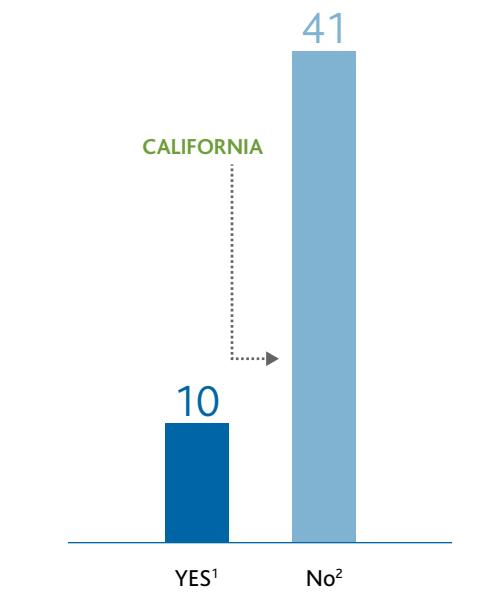
6. South Carolina also offers a supplemental defined contribution plan.

7. Utah offers a choice between a defined contribution or a hybrid plan.

8. Washington offers a choice between a defined benefit or a hybrid plan.

Figure 110

*Do states offer teachers an option other than a nonportable defined benefit plan?*



1. Strong Practice: Alaska, Florida, Indiana, Michigan, Ohio, Oregon, South Carolina, South Dakota, Utah, Washington

2. Alabama, Arizona, Arkansas, California, Colorado<sup>3</sup>, Connecticut, Delaware, District of Columbia, Georgia, Hawaii<sup>3</sup>, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Although not fully portable, the state's defined benefit plan has some notable portability provisions.

Figure 111

*How many years before teachers vest?*

	3 YEARS OR LESS	4 to 5 years	6 to 9 years	10 years
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio <sup>4</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon <sup>5</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina <sup>6</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington <sup>7</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3      29      3      16

Figure 111

1. For teachers who join the system on or after January 1, 2012.
2. Florida's defined benefit plan does not vest until year eight; teachers vest in the state's defined contribution plan after one year.
3. For teachers who join the system on or after July 1, 2012.
4. Ohio's defined benefit plan does not vest until year five; teachers vest in the state's defined contribution plan after one year.
5. Oregon offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after five years.
6. South Carolina's defined benefit plan does not vest until year five; teachers vest immediately in the state's defined contribution plan.
7. Based on Washington's Plan 2. The state also offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after 10 years.

Figure 112

*What funds do states permit teachers to withdraw from their defined benefit plans if they leave after five years?<sup>1</sup>*

	Less than their own contribution	Only their own contribution	Their own contribution plus interest	Their own contribution and part of the employer contribution plus interest	THEIR OWN CONTRIBUTION AND FULL EMPLOYER CONTRIBUTION PLUS INTEREST
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa <sup>4</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada <sup>6</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio <sup>7</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon <sup>8</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina <sup>9</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah <sup>10</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington <sup>11</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4      5      34      6      1

1. States' withdrawal policies may vary depending on a teacher's years of service. Year five is used as a common point of comparison.

2. As of July 1, 2006, Alaska only offers a defined contribution plan to new members, which allows teachers leaving the system after five years to withdraw 100 percent of the employer contribution.

3. California has a defined benefit plan with a small cash balance component, which allows exiting teachers to withdraw their contributions and any employer contributions plus earnings from their cash balance component, regardless of their actions regarding their defined benefit account.

4. Once vested, Iowa teachers may withdraw an employer match equal to one-thirtieth of their years of service. Effective July 1, 2012 teachers vest at seven years of service, so a teacher leaving at year five would not be entitled to any employer contribution.

5. Michigan only offers a hybrid plan. Exiting teachers may withdraw their own contributions and accrued earnings immediately and the employer contributions to the defined contribution component once vested at year four. Michigan teachers may withdraw their own contributions and accrued interest from the defined benefit component but may not withdraw the employer contribution.

6. Most teachers in Nevada fund the system by salary reductions or forgoing pay raises and thus do not have direct contributions to withdraw. The small minority that are in a contributory system may withdraw their contributions plus interest.

7. Ohio has two other pension plans. Ohio's defined contribution plan allows teachers with at least one year of service who are leaving the system to withdraw 100 percent of the employer contribution. Exiting teachers with at least five years of experience in Ohio's combination plan may withdraw their employee-funded defined contribution component and the present value of the benefits offered in the defined benefit component.

8. Oregon only has a hybrid retirement plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

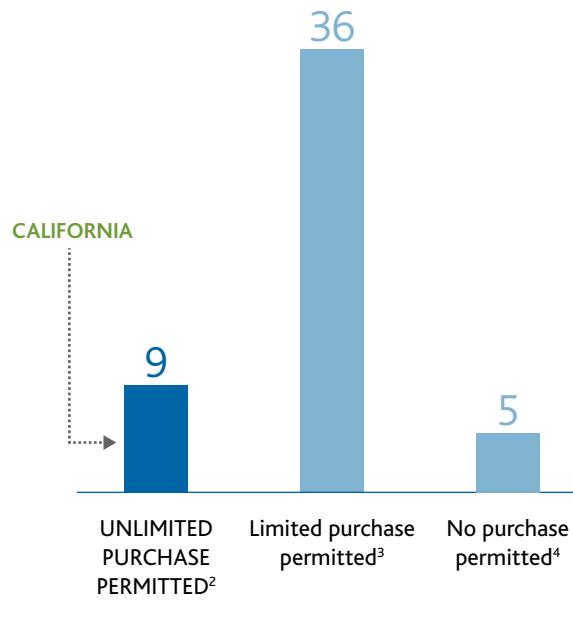
9. South Carolina also has a defined contribution plan, which allows exiting teachers to withdraw 100 percent of their contributions and employer contributions, plus earnings.

10. Utah offers a hybrid pension plan, which only has employee contributions when the costs exceed the guaranteed employer contribution. When costs are less than the employer contribution, the excess is contributed to the employee account and refundable after vesting.

11. Washington also has a hybrid plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

Figure 113

*Do states permit teachers to purchase time for previous teaching experience?<sup>1</sup>*



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.

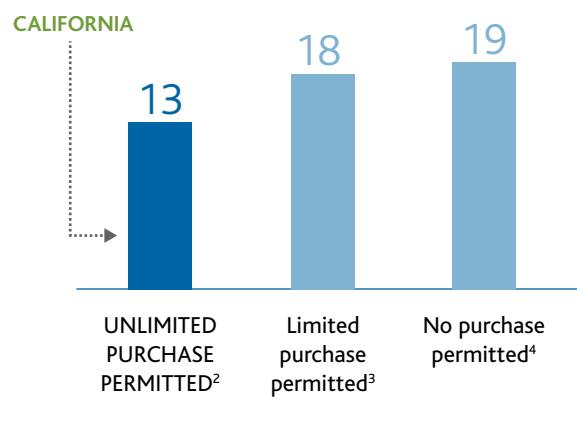
2. **Strong Practice:** California, Iowa, Kansas, Louisiana, New Hampshire, North Dakota, South Carolina, South Dakota, Utah

3. Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

4. Hawaii, Michigan, Minnesota, New York, Oregon

Figure 114

*Do states permit teachers to purchase time for leaves of absence?<sup>1</sup>*



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.

2. **Strong Practice:** Alabama, California, Delaware, Illinois, Iowa, Maryland, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Carolina, South Dakota

3. Arizona, Connecticut, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Massachusetts, Montana, New Jersey, North Carolina, Oklahoma, Rhode Island, Vermont, Virginia, Washington, Wyoming

4. Arkansas, Colorado, Georgia, Hawaii, Kansas, Maine, Michigan, Mississippi, Nevada, New Hampshire, New Mexico, New York, Oregon, Pennsylvania, Tennessee, Texas, Utah, West Virginia, Wisconsin

## Area 4: Retaining Effective Teachers

### Goal H – Pension Sustainability

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that its pension system is financially sustainable, without excessive unfunded liabilities or an inappropriately long amortization period.
2. Mandatory employer and employee contribution rates should not be unreasonably high, as they reduce teachers' paychecks and commit district resources that could otherwise be spent on salaries or incentives.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 115

#### *How States are Faring on Pension Sustainability*

-  **3** Best Practice States  
South Dakota, Tennessee, Wisconsin
-  **3** States Meet Goal  
Alaska, District of Columbia↑, Florida
-  **6** States Nearly Meet Goal  
Delaware↓, Georgia, New York, North Carolina, Washington, Wyoming↑
-  **9** States Partly Meet Goal  
**CALIFORNIA**↓, Idaho↓, Indiana, Iowa↓, Nebraska↓, Nevada↓, Oregon↓, Texas↓, Utah↓
-  **20** States Meet a Small Part of Goal  
Alabama, Arizona, Colorado↓, Connecticut, Illinois↓, Kansas, Kentucky↓, Louisiana↓, Maine↓, Massachusetts↓, Michigan↓, Minnesota, Mississippi↓, New Hampshire↓, New Jersey↓, Rhode Island↓, South Carolina, Vermont↓, Virginia, West Virginia
-  **10** States Do Not Meet Goal  
Arkansas↓, Hawaii↓, Maryland↓, Missouri↓, Montana↓, New Mexico, North Dakota↓, Ohio↓, Oklahoma, Pennsylvania↓

#### Progress on this Goal Since 2009:

↑ : 2    ↔ : 20    ↓ : 29



State Partly Meets Goal



Progress Since 2009

### ANALYSIS

As of June 30, 2009, the most recent date for which an actuarial valuation is available, California's pension system for teachers is 78 percent funded and has an infinite amortization period. This means that if the plan earns its assumed rate of return and maintains current contribution rates, the state will never pay off its unfunded liabilities. Without a change to funding levels and/or benefit structure, the system projects that funds will be depleted in 2044. Neither California's funding ratio nor its amortization period meets conventional standards, and the state's system is not financially sustainable according to actuarial benchmarks.

California does not commit excessive resources toward its teachers' retirement system. The mandatory employee contribution rate to the defined benefit plan is 8 percent, and the current employer contribution rate is 8.25 percent for local districts. These rates are reasonable, considering that teachers and local districts are not also contributing to Social Security. The state is required to contribute an additional 2.017 percent plus additional funds up to a total of 3.522; increases are only made if there are unfunded liabilities or normal cost deficits based on benefits in place July 1, 1990. According to the most recent valuation, no additional contribution by the state was needed based on these criteria.

### Supporting Research

California State Teachers' Retirement System, Comprehensive Annual Financial Report, for the Fiscal Year Ended June 30, 2010

[http://www.calstrs.com/Help/forms\\_publications/printed/CurrentCAFR/cafr\\_2010.pdf](http://www.calstrs.com/Help/forms_publications/printed/CurrentCAFR/cafr_2010.pdf)

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### RECOMMENDATION

**■ Ensure that the pension system is financially sustainable.**

The state needs to ensure that its pension system is financially sustainable. The state would be better off if its system had an amortization period of 30 years or less and a system that was more than 95 percent funded to allow protection during financial downturns.

---

### CALIFORNIA RESPONSE TO ANALYSIS

California was helpful in providing NCTQ with facts that enhanced this analysis.

The state further maintained that the California State Teachers' Retirement System (CalSTRS) continues to work with the California legislature to solve the long-term funding gap, and that the authority and responsibility to resolve the funding gap lies with the legislature and governor—not CalSTRS.

Figure 116

*Do state pension systems meet standard benchmarks for financial health?*

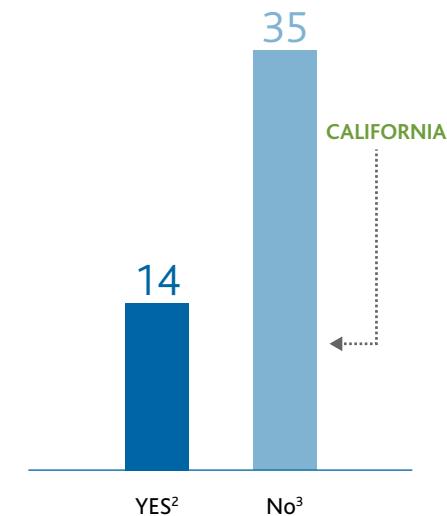


## EXAMPLES OF BEST PRACTICE

**South Dakota, Tennessee and Wisconsin** provide financially sustainable pension systems without committing excessive resources. The systems in these states are fully funded without requiring excessive contributions from teachers or school districts.

Figure 117

*Are state pension systems financially sustainable?<sup>1</sup>*



1. Cannot be determined for Michigan or Utah, which recently opened new systems.

2. **Strong Practice:** Alaska, Delaware, District of Columbia, Florida, Georgia, Indiana<sup>4</sup>, Nebraska, New York, North Carolina, Oregon, South Dakota, Tennessee, Washington, Wisconsin

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, West Virginia, Wyoming

4. Based on Indiana's current plan only.

Figure 116

1. The amortization period is set to be under 30 years; however, the amortization period is not determined because the state is not meeting its annual required contribution.

2. Michigan opened a new system in July 2010.

3. Utah opened a new system in July 2011.

**Figure 118**  
**Real Rate of Return**

The pension system funding levels reported here are based on each state's individual actuarial valuation, which use a series of varying assumptions. One of these assumptions concerns rate of return, which greatly affects a system's funding level. If investment returns fall short of assumptions, the fund will have a deficit; if returns are greater than expected, the fund will have a surplus. Higher assumed rates involve more risk, while rates closer to inflation (typically in the 3-5 percent range) are safer.

Most state pension funds assume a rate between 7.5 percent and 8.25 percent. A state using a 7.5 percent rate will report a lower funding level than if it had used 8.25 percent, even though its liabilities remain the same. Many states report that they do meet or exceed an eight percent rate of return over the life of the plan.

However, some economists argue that states' assumed rates of return are too high, and should instead be closer to four percent. They caution that the risk associated with states' higher rates is borne by taxpayers, with the result that tax rates rise to fund pension deficits. A rate closer to four percent would make the vast majority of the nation's pension systems less than 50 percent funded. In light of the current market situation, the debate over the rate of return is particularly timely. With no current consensus by experts or policymakers, NCTQ used states' self-reported numbers rather than recalculate all funding levels based on a standard rate of return. Considering how many states' systems NCTQ found in questionable financial health without using the lower rates some economists prefer, it is clear this is an issue that demands policymakers' attention.

**Figure 119**

1. Alaska has only a defined contribution pension system.
2. Indiana's current plan is 94.7 percent funded. However, when the current plan is combined with its closed plan, the funding level drops to 44.3 percent.

**Figure 119**  
*How well funded are state pension systems?*



Figure 120

*What is a reasonable rate for pension contributions?*

- 4-7 percent each for teachers and districts in states participating in Social Security
- 10-13 percent each for teachers and districts in states not participating in Social Security

Analysts generally agree that workers in their 20's with no previous retirement savings should save, in addition to Social Security contributions, about 10-15 percent of their gross income in order to be able to live during retirement on 80 percent of the salary they were earning when they retired. While the recommended savings rate varies with age and existing retirement savings, NCTQ has used this 10-15 percent benchmark as a reasonable rate for its analyses. To achieve a total savings of 10-15 percent, teacher and employer contributions should each be in the range of 4-7 percent. In states where teachers do not participate in Social Security, the total recommended retirement savings (teacher plus employer contributions) is about 12 percent higher to compensate for the fact that these teachers will not have Social Security income when they retire. In order to achieve the appropriate level of total savings, teacher and employer contributions in these states should each be in the range of 10-13 percent.

*Sources:*

[http://www.schwab.com/public/schwab/resource\\_center/expert\\_insight/retirement\\_strategies/planning/how\\_much\\_should\\_you\\_save\\_for\\_retirement\\_play\\_the\\_percentages.html](http://www.schwab.com/public/schwab/resource_center/expert_insight/retirement_strategies/planning/how_much_should_you_save_for_retirement_play_the_percentages.html)  
<https://personal.vanguard.com/us/insights/retirement/saving/set-retirement-goals>

Figure 121

1. The employer contribution rate includes the contributions of both school districts and state governments, where appropriate.
2. The contribution rate is set to increase in future years. Some school districts in Georgia do not contribute to Social Security.
3. The contribution rate is set to increase in future years.
4. Michigan opened a new system in July 2010 and employer contributions are not yet reported.
5. New Jersey reports its contributions as a flat dollar amount, and a percentage could not be calculated.
6. The contribution rate is set to increase in future years. Most, but not all, school districts in Rhode Island contribute to Social Security.
7. The contribution rate is set to decrease in 2012.

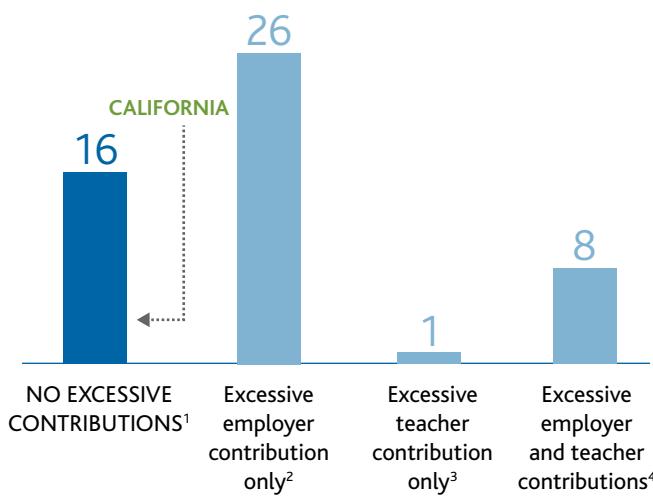
Figure 121

*What are the current employer<sup>1</sup> contribution rates to state pension systems?*



Figure 122

**Do states require excessive contributions to their pension systems?**



1. Strong Practice: Alaska, California, Colorado, District of Columbia, Florida, Illinois, Indiana, Minnesota, Nevada, New Jersey<sup>5</sup>, South Dakota, Tennessee, Texas, Vermont, Wisconsin, Wyoming

2. Alabama, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Montana, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Utah, Virginia, Washington, West Virginia

3. Michigan<sup>6</sup>

4. Arizona, Hawaii, Mississippi, Missouri, Nebraska, New Mexico, Pennsylvania, Rhode Island

5. While not excessive, the employer and state contribution are quite low. The most recent total employer contribution was only 5.4 percent of the actuarially-determined annual required contribution.

6. Employer contribution rates to Michigan's new system have not yet been reported.

Figure 123

1. The contribution rate is set to increase in future years.
2. Teachers contribute 9.4 percent to the defined benefit component and are automatically enrolled to contribute 2 percent to the defined contribution component; teachers may change the latter rate.
3. The contribution rate is set to increase in 2012 and decrease in 2014.
4. Teachers share in the employer contribution through salary reductions or foregoing equivalent pay raises.
5. For teachers hired after July 1, 2011, the contribution ranges from 7.5-12.3 based on a variety of factors.
6. Teachers in the hybrid plan must make a mandatory contribution if the employer contribution does not cover system costs.
7. For the defined benefit plan; the rate varies for the defined contribution plan from a minimum of 5 percent.

Figure 123

**How much do state pension systems require teachers to contribute?**



## Area 4: Delivering Well-Prepared Teachers

### Goal I – Pension Neutrality

The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The formula that determines pension benefits should be neutral to the number of years worked. It should not have a multiplier that increases with years of service or longevity bonuses.
2. The formula for determining benefits should preserve incentives for teachers to continue working until conventional retirement ages. Eligibility for retirement benefits should be based on age and not years of service.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 124

#### *How States are Faring on Pension Neutrality*

-  1 Best Practice State  
Alaska
-  3 States Meet Goal  
Illinois↑, Minnesota, New Jersey↑
-  8 States Nearly Meet Goal  
Louisiana↑, Maine↑, Michigan↑, Ohio, Oregon, South Carolina, Utah↑, Washington
-  26 States Partly Meet Goal  
Alabama, Arkansas, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii↑, Idaho, Indiana, Kansas, Maryland, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota↑, Oklahoma↑, Pennsylvania, South Dakota, Tennessee, Texas, Virginia, West Virginia, Wisconsin
-  1 State Meets a Small Part of Goal  
New Hampshire↑
-  12 States Do Not Meet Goal  
Arizona, CALIFORNIA, Connecticut, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New York, Rhode Island, Vermont↓, Wyoming

#### Progress on this Goal Since 2009:

↑ : 10    ↔ : 40    ↓ : 1



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

California's pension system is based on a benefit formula that is not neutral, meaning that each year of work does not accrue pension wealth in a uniform way until teachers reach conventional retirement age, such as that associated with Social Security.

Teachers' retirement wealth is determined by their monthly payments and the length of time they expect to receive those payments. Monthly payments are usually calculated as final average salary multiplied by years of service multiplied by a set multiplier (such as 1.5). Higher salary, more years of service or a greater multiplier increases monthly payments and results in greater pension wealth. Earlier retirement eligibility with unreduced benefits also increases pension wealth, because more payments will be received.

To qualify as neutral, a pension formula must utilize a constant benefit multiplier and an eligibility timetable based solely on age, rather than years of service. Basing eligibility for retirement on years of service creates unnecessary and often unfair peaks in pension wealth, while allowing unreduced retirement at a young age creates incentives to retire early. Plans that change their multipliers for various years of service do not value each year of teaching equally. Therefore, plans with a constant multiplier and that base retirement on an age in line with Social Security are likely to create the most uniform accrual of wealth.

California's pension policy contains many provisions that benefit older and more experienced teachers. The plan's multiplier is 2 percent at age 60, increasing thereafter to a maximum of 2.4 percent. Teachers increase their benefit by .033 for each quarter of a year they teach beyond age 60, reaching the maximum at age 63; however, teachers with at least 30 years of service may add an additional 0.2 percent up to the maximum of 2.4 percent (reaching their maximum at 61-1/2 years) and also receive a monthly longevity bonus of \$200 for 30 years, \$300 for 31 years and \$400 for 32 or more years of service (these bonuses only apply to teachers who earn 30 years of service by January 1, 2011).

Additionally, teachers who retire with 25 or more years of service are entitled to have their benefits calculated based on their final year's salary, rather than averaging the last three years as retirees with less experience must do. Also, while all teachers are eligible for unreduced retirement at the same time, early retirement with reduced benefits is dependent on years of service. For example, a teacher with 30 years of service may retire with reduced benefits at age 50, while other vested teachers with less than 30 years of service may not retire early with reduced benefits until age 55.

### Supporting Research

The California State Teachers' Retirement System, 2011 Member Handbook

[http://www.calstrs.com/help/forms\\_publications/printed/MemberHandbook/index.aspx](http://www.calstrs.com/help/forms_publications/printed/MemberHandbook/index.aspx)

### RECOMMENDATION

- Utilize a constant benefit multiplier to calculate retirement benefits for all teachers, regardless of years of service.**

Each year of service should accrue equal pension wealth. California should use a pension formula that treats each year of service equally.

**■ End early retirement eligibility based on years of service.**

California should change its practice of allowing teachers with 25 or 30 years of service to retire earlier than other members. If retirement at an earlier age is offered, it should be offered to all vested members, and benefits should be reduced accordingly to compensate for the longer duration they will be awarded.

**■ Align eligibility for retirement with unreduced benefits with Social Security retirement age.**

California allows teachers to retire before conventional retirement age. As life expectancies continue to increase, teachers may draw out of the system for many more years than they contributed. This is not compatible with a financially sustainable system (see Goal 4-H).

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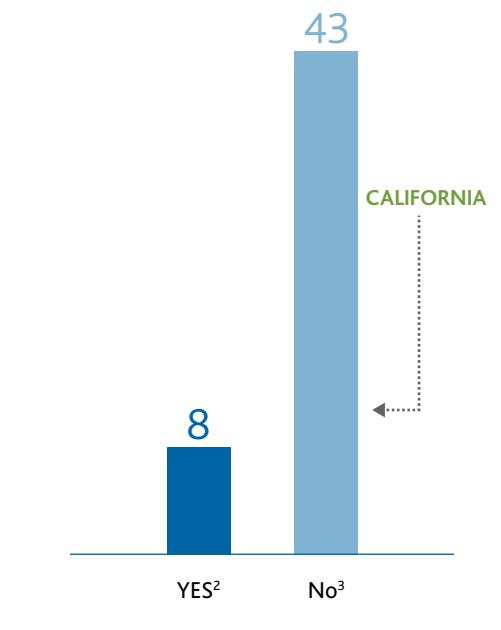
#### CALIFORNIA RESPONSE TO ANALYSIS

California was helpful in providing NCTQ with facts that enhanced this analysis.

In addition, the state maintained that NCTQ's analysis does not address the reason for these benefit enhancements for teachers with greater years of service—retention. These benefit enhancements encourage educators to continue to teach in California, allow public school districts to retain qualified teachers and address teacher shortages.

Figure 125

*Do states base retirement eligibility on age, which is fair to all teachers?*<sup>1</sup>



1. This only refers to determining retirement eligibility, not retirement benefits.

2. **Strong Practice:** Alaska, Illinois, Louisiana, Maine, Michigan, Minnesota, New Hampshire, New Jersey

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Washington, Wisconsin, Wyoming

Figure 126

1. All calculations are based on a teacher who starts teaching at age 22, earns a starting salary of \$35,000 that increases 3 percent per year, and retires at the age s/he is first eligible for unreduced benefits. The calculations use states' current benefit formulas and do not include cost of living increases. The final average salary was calculated as the average of the highest three years of salary, even though a few states may vary from that standard. Age 65 was used as a point of comparison because it is the minimum eligibility for unreduced Social Security benefits.

2. Does not apply to Alaska's defined contribution plan.

3. Minnesota provides unreduced retirement benefits at the age of full Social Security benefits or age 66, whichever comes first.

4. California's formula has many options for retirement. A teacher with 40 years of experience at age 62 would reach California's maximum allowable multiplier of 2.4 percent.

5. Age 60 is the earlier teachers hired on or after July 1, 2012 may retire. Teachers hired prior to this point may retire at age 55.

6. Massachusetts's formula has many options for retirement. A teacher with 35 years of experience at age 57 would reach Massachusetts's maximum allowable benefit of 80 percent.

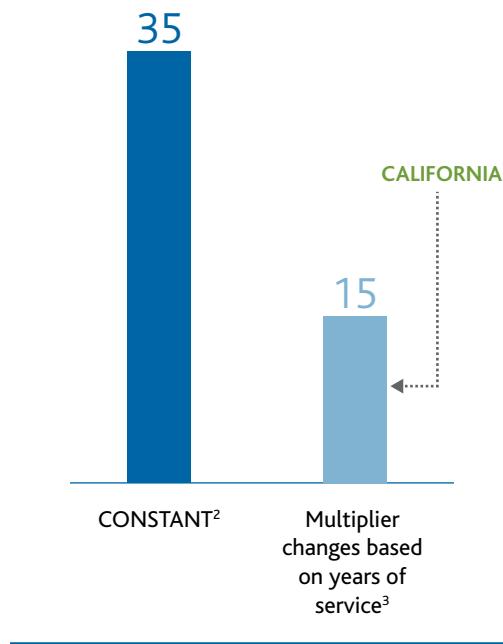
Figure 126

*How much do states pay for each teacher that retires with unreduced benefits at an early age?<sup>1</sup>*

	Total amount in benefits paid per teacher from the time of retirement until age 65	Earliest retirement age that a teacher who started teaching at age 22 may receive unreduced benefits
Alaska <sup>2</sup>		
Illinois	\$0	67
Maine	\$0	65
Minnesota <sup>3</sup>	\$0	66
New Hampshire	\$0	65
New Jersey	\$0	65
Washington	\$0	65
Tennessee	\$238,654	52
Michigan	\$289,187	60
CALIFORNIA <sup>4</sup>	\$310,028	62
Indiana	\$317,728	55
Hawaii <sup>5</sup>	\$337,385	60
Kansas	\$337,385	60
Oregon	\$361,536	58
North Dakota	\$385,583	60
Oklahoma	\$385,583	60
Maryland	\$413,808	56
Wisconsin	\$416,007	57
Rhode Island	\$430,013	59
New York	\$440,819	57
Texas	\$443,421	60
South Dakota	\$447,707	55
Virginia	\$468,982	56
Louisiana	\$481,979	60
Florida	\$485,257	55
Vermont	\$486,832	56
Montana	\$518,228	47
Connecticut	\$520,009	57
Utah	\$520,009	57
Iowa	\$551,428	55
Idaho	\$551,743	56
North Carolina	\$568,555	52
South Carolina	\$577,142	50
Nebraska	\$577,687	55
West Virginia	\$577,687	55
Delaware	\$577,927	52
District of Columbia	\$585,737	52
Massachusetts <sup>6</sup>	\$594,296	57
Georgia	\$624,786	52
Mississippi	\$624,786	52
Alabama	\$625,747	47
Colorado	\$650,011	57
Pennsylvania	\$650,011	57
Wyoming	\$655,506	54
Arizona	\$664,340	55
Arkansas	\$681,789	50
Ohio	\$687,265	52
New Mexico	\$734,124	52
Nevada	\$780,983	52
Missouri	\$789,343	51
Kentucky	\$791,679	49

Figure 127

*What kind of multiplier do states use to calculate retirement benefits?*<sup>1</sup>



1. Alaska has a defined contribution plan, which does not have a benefit multiplier.
2. **Strong Practice:** Alabama, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Michigan, Minnesota, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin
3. Arizona, California, Connecticut, Florida, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New Hampshire, New York, Ohio, Rhode Island, Vermont, Wyoming



### EXAMPLES OF BEST PRACTICE

**Alaska** offers a defined contribution pension plan that is neutral, with pension wealth accumulating in an equal way for all teachers for each year of work. In addition, **Illinois**, **Minnesota** and **New Jersey** offer a defined benefit plan with a formula multiplier that does not change relative to years of service and does not allow unreduced benefits for retirees below age 65. Illinois and New Jersey are further commended for ending their previous practices of allowing teachers to retire well before Social Security age without a reduction in benefits.

Figure 128

### *Double-Dipping: Cure the Disease, Not the Symptom*

Benefit recipients in teacher pension plans have recently been under scrutiny for "double-dipping," when individuals receive a pension and salary at the same time. This can occur when teachers reach retirement eligibility, yet wish to keep working without losing pension wealth. Teachers can retire, start receiving their monthly benefits and then return to teaching. The restrictions on a teacher's ability to return to work vary from state to state. Policies can include waiting periods, limitations on earnings or restrictions to working in difficult-to-fill positions.

Some descriptions portray teachers working while collecting their pensions as greedy or somehow taking advantage, when in fact they are just following the system that is in place. When a teacher reaches retirement eligibility in a defined benefit system, her pension wealth peaks and, after that, wealth accrual slows or even decreases because every year a teacher delays retirement, she loses a year of pension benefits. For example, if a teacher could retire with 60 percent of her salary at age 56, then every year she teaches past that point she is, in effect, working for only 40 percent of her pay because she is not receiving her pension. This puts relatively young teachers and the districts who wish to retain them in a difficult position. Districts want to keep effective teachers in schools, but the financial reality for teachers is hard to pass up.

Retirees returning to work are also an issue for defined benefit pension system funding because contributions are not being made to the system that would be made if those positions were held by non-retirees. This adds to the funding imbalances that many states' defined benefit systems face.

Some states have created Deferred Retirement Option Plans (DROP) in which retirees can have their benefits placed in a savings account while they return to work and, once they retire again, they can receive the lump sum in their DROP accounts and resume their monthly benefits.

Returning to work would not be a large policy issue if systems did not allow teachers to retire with unreduced benefits at such relatively young ages and if pension wealth accrual were more neutral. An effective teacher should be able to keep teaching and at the same time know that her pension wealth will not erode. More systemic fixes—like the ones outlined in the *Yearbook*—are needed. Calls to prohibit double-dipping are not addressing the real problem.



## Area 5: Exiting Ineffective Teachers

### Goal A – Licensure Loopholes

The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the required tests, the state should ensure that requirements are met within one year.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 129

#### *How States are Faring on Closing Licensure Loopholes*

- |  |  |
|--|--|
|  4    | <b>Best Practice States</b><br>Colorado, Illinois↑, Mississippi, New Jersey  |
|  4    | <b>States Meet Goal</b><br>Nevada, New Mexico, South Carolina, Virginia  |
|  13   | <b>States Nearly Meet Goal</b><br>Alabama, Arkansas, Connecticut, District of Columbia, Georgia, Kentucky↑, Massachusetts, North Dakota, Ohio, Oklahoma↑, Rhode Island↑, Utah↑, West Virginia  |
|  2  | <b>States Partly Meet Goal</b><br>Iowa, Wyoming  |
|  2  | <b>States Meet a Small Part of Goal</b><br>Michigan, Vermont   |
|  26 | <b>States Do Not Meet Goal</b><br>Alaska, Arizona, <b>CALIFORNIA</b> , Delaware, Florida, Hawaii, Idaho, Indiana, Kansas, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New York, North Carolina, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, Wisconsin |

Progress on this Goal Since 2009:

↑ : 5    ↔ : 46    ↓ : 0



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

California allows individuals who have not yet met internship program subject-matter competency requirements to teach on either a Provisional Internship Permit (PIP) or a Short-Term Staff Permit (STSP). The PIP is only available at the request of an employment agency to fill an immediate staffing need. Those serving on a PIP must take all prerequisite exams in the first year. If the exams are not passed, the candidate has one additional year to pass them. To continue to teach, the candidate must pass all exams and be admitted to either an internship or a student-teacher-based credential program at the end of two years. The STSP is only available at the request of an employment agency to fill an acute staffing need. This permit expires at the end of the employing agency's school year and cannot be issued for more than one year. It is not renewable and is available to an individual only once in a lifetime.

#### Supporting Research

- State of California Provisional Internship Permit  
<http://www.ctc.ca.gov/credentials/leaflets/cl856.pdf>
- California Code of Regulations, Section 80021.1
- State of California Short-Term Staff Permit  
<http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf>

### RECOMMENDATION

**■ Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.**

All students are entitled to teachers who know the subject matter they are teaching. Permitting individuals who have not yet passed state licensing tests to teach neglects the needs of students, instead extending personal consideration to adults who may not be able to meet minimal state standards. California should ensure that all teachers pass licensing tests—an important minimum benchmark for entering the profession—before entering the classroom.

**■ Limit exceptions to one year.**

There might be limited and exceptional circumstances under which conditional or emergency licenses need to be granted. In these instances, it is reasonable for a state to give teachers up to one year to pass required licensure tests. However, by allowing the PIP to be renewed for an additional year if teachers take but do not pass licensing tests during the first year, California's current policy puts students at risk.

### CALIFORNIA RESPONSE TO ANALYSIS

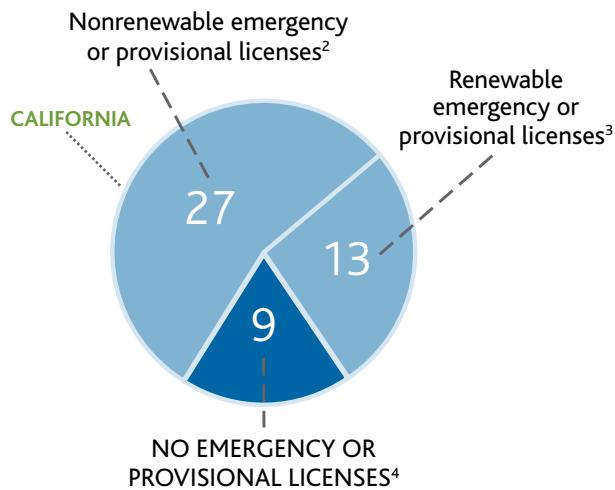
California recognized the factual accuracy of this analysis.

## ★ EXAMPLES OF BEST PRACTICE

**Colorado, Illinois, Mississippi, and New Jersey** require all new teachers to pass all required subject-matter tests as a condition of initial licensure.

Figure 130

### Do states still award emergency licenses?<sup>1</sup>



1. Not applicable to Montana and Nebraska, which do not require subject matter testing.

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota<sup>5</sup>, Ohio<sup>5</sup>, Oklahoma, Oregon, Rhode Island, Vermont, Washington, West Virginia, Wyoming

3. Arizona, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, Pennsylvania, South Dakota, Tennessee, Texas, Wisconsin

4. **Strong Practice:** Colorado, Illinois, Mississippi, Nevada, New Jersey, New Mexico, South Carolina, Utah, Virginia

5. License is renewable, but only if licensure tests are passed.

Figure 131

### How long can new teachers practice without passing licensing tests?

	NO DEFERRAL	Up to 1 year	Up to 2 years	3 years or more (or unspecified)
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa <sup>1</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah <sup>4</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming <sup>5</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 131

1. Iowa only requires subject-matter testing for elementary teachers.
2. Montana does not require subject-matter testing.
3. Nebraska does not require subject-matter testing.
4. There is a potential loophole in Utah, as alternate route teachers appear able to delay passage of subject-matter tests.
5. Wyoming only requires subject-matter testing for elementary and social studies teachers.

## Area 5: Exiting Ineffective Teachers

### Goal B – Unsatisfactory Evaluations

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers who receive a single unsatisfactory evaluation be placed on an improvement plan, whether or not they have tenure.
2. The state should require that all teachers who receive two consecutive unsatisfactory evaluations or two unsatisfactory evaluations within five years be formally eligible for dismissal, whether or not they have tenure.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 132

#### *How States are Faring on Consequences for Unsatisfactory Evaluations*

- |  |   |
|--|---|
|  2    | <b>Best Practice States</b><br>Illinois↑, Oklahoma  |
|  11   | <b>States Meet Goal</b><br>Alaska, Arkansas↑, Colorado↑, Delaware↑, Florida, Indiana↑, Louisiana, New Mexico, New York↑, Rhode Island↑, Washington  |
|  6    | <b>States Nearly Meet Goal</b><br>Georgia, Hawaii, Michigan↑, North Carolina, South Carolina, Texas   |
|  13  | <b>States Partly Meet Goal</b><br><b>CALIFORNIA</b> , Connecticut, Iowa, Massachusetts↑, Minnesota↑, Mississippi, Missouri, Nevada↑, Oregon, Pennsylvania, Tennessee↑, Utah, West Virginia        |
|  5  | <b>States Meet a Small Part of Goal</b><br>Arizona, Idaho↑, Ohio↑, Virginia, Wyoming↑   |
|  14 | <b>States Do Not Meet Goal</b><br>Alabama↓, District of Columbia, Kansas, Kentucky, Maine, Maryland, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, South Dakota, Vermont, Wisconsin |

#### Progress on this Goal Since 2009:

↑ : 15    ↔ : 35    ↓ : 1



State Partly Meets Goal



Progress Since 2009

### ANALYSIS

California requires local districts to make specific recommendations for areas of improvement and provide assistance in those areas to teachers who receive unsatisfactory evaluations. The state also permits districts to require such teachers to participate in improvement programs related to teaching methods or instruction. In addition, if a district participates in the California Peer Assistance and Review Program (PAR) for teachers, the district must provide peer assistance to teachers with unsatisfactory evaluations.

After an unsatisfactory evaluation, a permanent teacher is reviewed annually until he or she receives a satisfactory evaluation or is separated from the district. The state gives no limit to the number of times a teacher can be re-evaluated and does not mandate eligibility for dismissal for teachers who do not improve.

### Supporting Research

California Code 44664

### RECOMMENDATION

#### ■ Make eligibility for dismissal a consequence of unsatisfactory evaluations.

Teachers who receive two consecutive unsatisfactory evaluations or have two unsatisfactory evaluations within five years should be formally eligible for dismissal, regardless of whether they have tenure. California should ensure that teachers who receive such unsatisfactory evaluations are eligible for dismissal.

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 133

*What are the consequences for teachers who receive unsatisfactory evaluations?*

	IMPROVEMENT PLAN AFTER A SINGLE UNSATISFACTORY RATING	ELIGIBLE FOR DISMISSAL AFTER MULTIPLE UNSATISFACTORY RATINGS	Other consequences	No articulated consequences
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>3</sup>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>4</sup>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/> <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>6</sup>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

27

17

8

17

1. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

2. While results of evaluations may be used in dismissal decisions, there are no specific criteria for a teacher's eligibility for dismissal.

3. Improvement plans are only used for teachers in identified "Schools At Risk." Those same teachers are also eligible for dismissal for multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

5. Teachers in low performing schools can be dismissed after one negative rating.

6. Local school boards must include procedures for using evaluation results for the removal of poorly performing teachers.



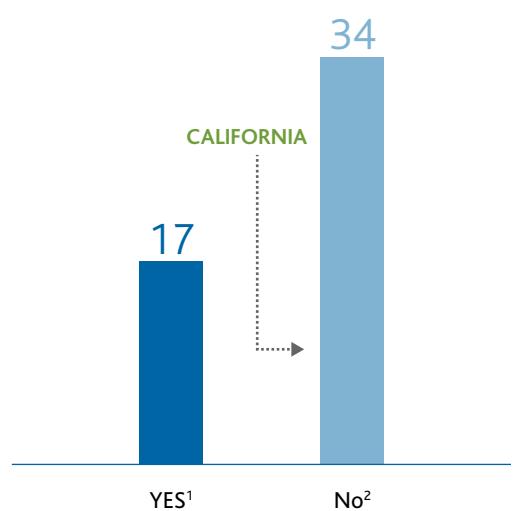
## EXAMPLES OF BEST PRACTICE

**Illinois** and **Oklahoma** both require that teachers who receive unsatisfactory evaluations be placed on improvement plans. Teachers in Illinois are then evaluated three times during a 90-day remediation period and are eligible for dismissal if performance remains unsatisfactory. In addition, new legislation in Illinois allows districts to dismiss a teacher without going through the remediation process if that teacher has already completed a remediation plan but then receives an unsatisfactory rating within the next three years. Oklahoma's improvement plan may not exceed two months, and if performance does not improve during that time, teachers are eligible for dismissal.

---

Figure 134

*Do states specify that all teachers with multiple unsatisfactory evaluations are eligible for dismissal?*



1. **Strong Practice:** Alaska, Arkansas, Colorado, Delaware, Florida, Hawaii, Illinois, Indiana, Louisiana, Michigan, New Mexico, New York, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Washington

2. Alabama, Arizona, California, Connecticut, District of Columbia, Georgia, Idaho<sup>3</sup>, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada<sup>4</sup>, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

## Area 5: Exiting Ineffective Teachers

### Goal C – Dismissal for Poor Performance

The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should articulate that teachers may be dismissed for ineffective classroom performance.
2. A teacher who is terminated for poor performance should have an opportunity to appeal. In the interest of both the teacher and the school district, the state should ensure that this appeal occurs within a reasonable time frame.
3. There should be a clear distinction between the process and accompanying due process rights for teachers dismissed for classroom ineffectiveness and the process and accompanying due process rights for teachers dismissed or facing license revocation for felony or morality violations or dereliction of duties.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 135

#### *How States are Faring in Dismissal for Poor Performance*

- |  |   |
|--|---|
|  1    | Best Practice State<br>Oklahoma↑  |
|  2    | States Meet Goal<br>Florida↑, Indiana↑  |
|  6    | States Nearly Meet Goal<br>Colorado↑, Illinois↑, Michigan↑, New York↑, Rhode Island↑, Tennessee↑  |
|  8    | States Partly Meet Goal<br>Arizona↑, Delaware↑, Hawaii↑, Massachusetts↑, Nevada↑, Ohio↑, Wisconsin, Wyoming↑  |
|  4  | States Meet a Small Part of Goal<br>Louisiana, New Hampshire, Virginia, West Virginia   |
|  30 | States Do Not Meet Goal<br>Alabama, Alaska, Arkansas, <b>CALIFORNIA</b> , Connecticut, District of Columbia, Georgia, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Washington |

#### Progress on this Goal Since 2009:

↑ : 16    ↔ : 35    ↓ : 0



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

In California, tenured teachers who are terminated have multiple opportunities to appeal. After receiving written notice of dismissal, the teacher may request a hearing with the Commission on Professional Competence, which must take place within 60 days. Teachers may then file an additional appeal with "a court of competent jurisdiction." The time frame of this appeal is not addressed by the state.

California does not explicitly make teacher ineffectiveness grounds for dismissal, nor does the state distinguish the due process rights of teachers dismissed for ineffective performance from those facing other charges commonly associated with license revocation, such as a felony and/or morality violations. The process is the same regardless of the grounds for cancellation, which include immoral or unprofessional conduct; commission, aiding or advocating the commission of acts of criminal syndicalism; dishonesty; unsatisfactory performance; evident unfitness for service; physical or mental condition unfitting him or her to instruct or associate with children; persistent violation of or refusal to obey the school laws; conviction of a felony; knowing membership in the Communist Party; and alcoholism or other drug abuse that makes the employee unfit to instruct or associate with children.

### Supporting Research

California Education Code 44932, 44934, 44944

### RECOMMENDATION

#### ■ Specify that classroom ineffectiveness is grounds for dismissal.

California should explicitly make teacher ineffectiveness grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.

#### ■ Ensure that teachers terminated for poor performance have the opportunity to appeal within a reasonable time frame.

Nonprobationary teachers who are dismissed for any grounds, including ineffectiveness, are entitled to due process. However, cases that drag on for years drain resources from school districts and create a disincentive for districts to attempt to terminate poor performers. Therefore, the state must ensure that the opportunity to appeal occurs only once and only at the district level. It is in the best interest of both the teacher and the district that a conclusion be reached within a reasonable time frame.

#### ■ Distinguish the process and accompanying due process rights between dismissal for classroom ineffectiveness and dismissal for morality violations, felonies or dereliction of duty.

While nonprobationary teachers should have due process for any termination, it is important to differentiate between loss of employment and issues with far-reaching consequences that could permanently impact a teacher's right to practice. California should ensure that appeals related to classroom effectiveness are only decided by those with educational expertise.

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 136

*Do states articulate that ineffectiveness is grounds for dismissal?*

	YES, THROUGH DISMISSAL POLICY	YES, THROUGH EVALUATION POLICY	No
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 1
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

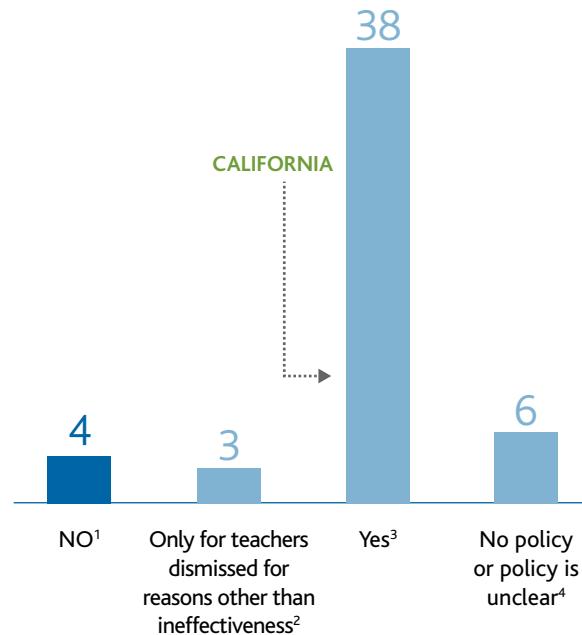
9      13      38

## ★ EXAMPLES OF BEST PRACTICE

**Oklahoma** clearly articulates that teacher ineffectiveness in the classroom is grounds for dismissal and has taken steps to ensure that the dismissal process for teachers deemed to be ineffective is expedited. Teachers facing dismissal have only one opportunity to appeal.

Figure 137

*Do states allow multiple appeals of teacher dismissals?*



1. Strong Practice: Florida, Louisiana, Oklahoma, Wisconsin

2. Teachers in these states revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals: Colorado, Indiana, Tennessee

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois<sup>5</sup>, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia, Wyoming

4. District of Columbia, Maine, Nebraska, Nevada<sup>6</sup>, Utah, Vermont

5. The teacher is responsible for the cost of the second appeal.

6. Though a teacher returns to probationary status after two consecutive unsatisfactory ratings, the state does not articulate clear policy about its appeals process.

Figure 136

1. It is left to districts to define "inadequacy of classroom performance."

2. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.

3. Dismissal policy includes dismissal for unsatisfactory evaluations, but the state's evaluation system does not measure teacher effectiveness (see Goal 3-B).

## Area 5: Exiting Ineffective Teachers

### Goal D – Reductions in Force

**The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that districts consider classroom performance and ensure that seniority is not the only factor used to determine which teachers are laid off.

#### Background

A detailed rationale and supporting research for this goal can be found at [www.nctq.org/stpy](http://www.nctq.org/stpy).

Figure 138

#### *How States are Faring in Reductions in Force*

- |  |  |
|--|--|
|  3    | <b>Best Practice States</b><br>Colorado, Florida, Indiana  |
|  6    | <b>States Meet Goal</b><br>Illinois, Michigan, Missouri, Oklahoma, Texas, Utah   |
|  4    | <b>States Nearly Meet Goal</b><br>Nevada, Ohio, Rhode Island, Tennessee  |
|  4    | <b>States Partly Meet Goal</b><br>Arizona, Idaho, Maine, New Hampshire   |
|  0  | <b>States Meet a Small Part of Goal</b>  |
|  34 | <b>States Do Not Meet Goal</b><br>Alabama, Alaska, Arkansas, <b>CALIFORNIA</b> , Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming |

Progress on this Goal Since 2009:

New Goal



State Does Not Meet Goal



Progress Since 2009

### ANALYSIS

In California, the factors used to determine which teachers are laid off during a reduction in force consider a teacher's tenure status and seniority. Permanent employees may not be terminated "while any probationary employee, or any other employee with less seniority" is available to be terminated in their stead.

#### Supporting Research

California Education Code 44955

### RECOMMENDATION

- **Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.**

California should give districts the flexibility to determine their own layoff policies, but it should do so within a framework that ensures that classroom performance is considered.

- **Ensure that seniority is not the only factor used to determine which teachers are laid off.**

Although it may be useful to consider seniority among other criteria, California's current policy puts adult interests before student needs.

### CALIFORNIA RESPONSE TO ANALYSIS

California recognized the factual accuracy of this analysis.

Figure 139

*Do states prevent districts from basing layoffs solely on "last in, first out"?*

	PERFORMANCE MUST BE CONSIDERED	SENIORITY CANNOT BE THE DECIDING FACTOR
Alabama	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>
CALIFORNIA	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>

11

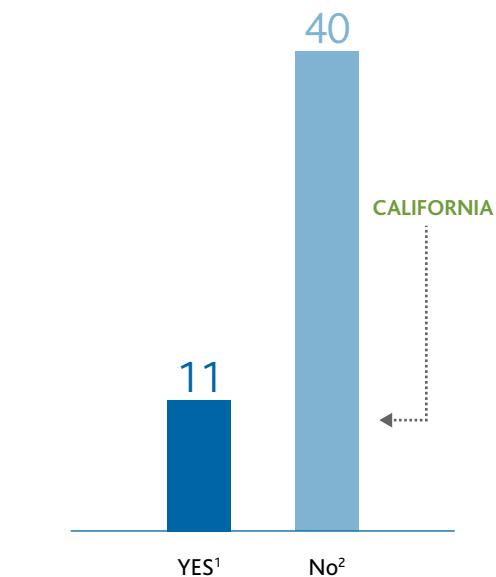
17

## ★ EXAMPLES OF BEST PRACTICE

**Colorado, Florida and Indiana** all specify that in determining which teachers to lay off during a reduction in force, classroom performance is the top criterion. These states also articulate that seniority can only be considered after a teacher's performance is taken into account.

Figure 140

*Do districts have to consider performance in determining which teachers are laid off?*



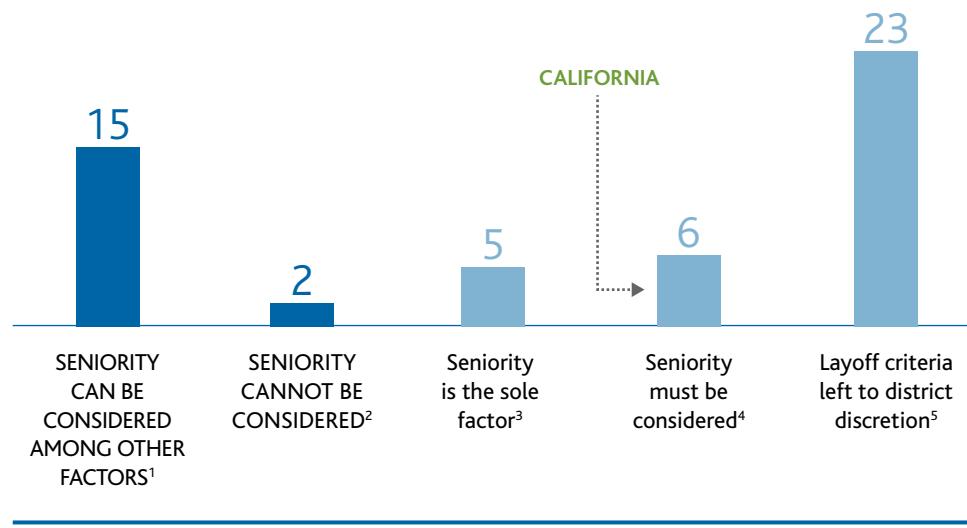
1. **Strong Practice:** Colorado, Florida, Illinois, Indiana, Michigan, Missouri, Oklahoma, Rhode Island, Tennessee, Texas, Utah

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio<sup>3</sup>, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Tenure is considered first.

Figure 141

*Do states prevent districts from overemphasizing seniority in layoff decisions?*



1. **Strong Practice:** Arizona, Colorado, Florida, Illinois, Indiana, Maine, Michigan, Missouri<sup>6</sup>, Nevada, New Hampshire, Ohio<sup>6</sup>, Oklahoma, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Idaho, Utah

3. Hawaii, New York, Pennsylvania, West Virginia, Wisconsin<sup>7</sup>

4. California, Kentucky, Louisiana, Minnesota, New Jersey, Oregon

5. Alabama, Alaska<sup>6</sup>, Arkansas, Connecticut, Delaware, District of Columbia, Georgia<sup>6</sup>, Iowa, Kansas, Maryland, Massachusetts<sup>6</sup>, Mississippi, Montana, Nebraska<sup>6</sup>, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Virginia, Washington, Wyoming

6. Nontenured teachers are laid off first.

7. Only for counties with populations of 500,000 or more and for teachers hired before 1995.

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